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THE UNDERREPRESENTATION OF ENGLISH LEARNERS IN MISSISSIPPI'S
INTELLECTUALLY GIFTED EDUCATION PROGRAM: A FRAMEWORK FOR CHANGE

A Dissertation

Submitted for Partial Fulfillment for the
Doctor of Philosophy Degree in Education

The University of Mississippi

Vicki Lynn Patterson-Davidson

May 2012

ABSTRACT

School districts have been struggling with the challenges of educating English learners for decades, long before the enactment of the *No Child Left Behind Act of 2001*. Yet, considering the abundance of research on English learners, relatively few studies have examined specific methods or efforts of districts and schools to identify English learners for participation in an intellectually gifted education program. The purpose of this study was to determine if particular gifted education programming, or programming criteria, impacts this student population's identification for participation in Mississippi's intellectually gifted education program.

Specifically, this study aimed to investigate the district- and school-level policies and practices, as well as the use of multi-step and multi-source procedures and processes used by educators to identify the “gifts” and abilities of English learners. Based on the study's findings, the researcher hopes that this study will serve as a framework for change that tasks Mississippi and its school districts with reconsidering the identification process used to determine student eligibility for participation in an intellectually gifted education program by providing high-quality professional development and technical assistance and by implementing sound and reliable multi-assessment methods and measures that prove beneficial to identifying English learners' potential and ability.

DEDICATION

Holly Alexandria Davidson, my daughter

Hollis Patterson, my father

Lorine M. Patterson, my mother

ACKNOWLEDGEMENTS

I wish to thank Dr. Bonita Coleman-Potter whose dedication to the field of education has proven immeasurable. Thank you for teaching me that the work we do as educators is of great significance and that the impact we have on students and families extends far beyond our own realization.

I sincerely thank my committee members for their expertise and time, giving a special thanks to my committee chair, Dr. Thea Hayes Williams-Black. I extend my sincere appreciation to others who agreed to serve on my committee, Dr. Nichelle Boyd, Dr. Larry G. Hanshaw, and Dr. Whitney Webb. In addition, I appreciate and thank the Mississippi Department of Education for its willingness to support me during my research efforts.

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LIST OF ACRONYMS AND SYMBOLS

AMAO	Annual measurable achievement objective
AYP	Annual yearly progress
<i>B</i>	Beta
BICS	Basic interpersonal communication skills
CALP	Cognitive, academic language proficiency
EEOA	Equal Educational Opportunity Act
EL	English learner
ELD	English language development
ELL	English language learner
ELP	English language proficiency
ESEA	Elementary and Secondary Education Act
FERPA	Family Educational Rights and Privacy Act
GSP	Gifted screening profile
GSRS	Gifted student rating scale
IM	Intelligence measure
IQ	Intelligence Quotient
IRB	Institutional Review Board
L1	Native or first language
L2	Second language
LEP	Limited English proficiency

M	Mean
MAARS	Mississippi Assessment and Accountability Research System
MAGC	Mississippi Association for Gifted Children
MCT2	Mississippi Curriculum Test, second edition
MDE	Mississippi Department of Education
N	Number
n	Sub-number
NAGC	National Association for Gifted Children
NCE	Normal curve equivalent
NCLB	No Child Left Behind Act
N-EL	Non-English learner
NNAT2	Naglieri Nonverbal Ability Test®, second edition
NPR	National percentile rank
OCR	Office for Civil Rights
PK	Pre-Kindergarten
QL	Qualification level
RQ	Research question
SD	Standard deviation
SE	Standard error
SELPT	Stanford English Language Proficiency Test
SES	Socioeconomic status
SM	Screening measure
WIDA	World-Class Instructional Design and Assessment
WNV	Wechsler Nonverbal Scale of Ability

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CHAPTER 1

INTRODUCTION

The Elementary and Secondary Education Act (*ESEA*), reauthorized in 2001 as the *No Child Left Behind Act (NCLB)*, has focused increased attention on appropriate programs of study and assessments for English learners enrolled in public schools in the United States. *NCLB* specifically requires that English learners' English language proficiency be assessed and that they participate in a standards-based, English language-assessment system upon enrollment in school. Giving uniformity to what it means for English learners to "attain" language proficiency, *NCLB* marks the first time that states have been required to implement English language proficiency standards, language assessments aligned to those standards, and meaningful accountability for the programs of study and services provided to English learners.

The purpose of Title III of *NCLB* is to ensure that all limited-English proficient (LEP) students, referred to as English learners in this study, attain English language proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students (Section 3102. Purposes). To support this goal, the United States Department of Education allocates Title III funds to state educational agencies, such as the Mississippi Department of Education, to provide sub-grant awards to eligible local educational agencies, such as those that were studied in the proposed research, based on the number of English learners enrolled in each district. This part of *NCLB* is central to the intent and purpose of the reauthorization – that all students are included in assessment and accountability measures – while addressing the universal goal of *NCLB* (2001) "to ensure that all

children have a fair, equal, and significant opportunity to obtain a high-quality education...”

(U.S. Department of Education, Title I, Sec. 1001, Statement of Purpose). As noted by Boykin

and Noguera (2011), *NCLB* arguably:

... [is] based on a different set of assumptions about human intelligence and ability. If viewed as a framework for change,] *NCLB* “calls for a revision of the paradigm that has guided educational policy and practice for the last 200 years. Instead of measuring student ability and sorting students [as the] “gifted” [and] the “giftless”... *NCLB* requires schools to cultivate talent and ability in all children (p. viii).

Upon review of President Barack Obama’s *Blueprint for Reform* (2010) to reauthorize the *ESEA*, the United States Department of Education’s priorities continue to include a focus on meeting the needs of diverse student populations and greater equity in providing students opportunities to succeed.

For the more than five million English learners enrolled in Pre-Kindergarten through twelfth grade (PK-12) public schools across the nation, the federal expectation is that English learners will be able to succeed in educational settings (i.e. classrooms) within three years as proficient speakers, readers, and writers of the English language. More specifically, under Title III of *NCLB*, states and school districts are required to demonstrate that English learners are progressing in their proficiency of the English language by meeting three annual measurable achievement objectives (AMAOs) that measure (a) students’ English language development (ELD); (b) students’ acquisition, or attainment, of language proficiency in English; and (c) states’ adequate yearly progress (AYP), which measures students’ progress toward the achievement of core, academic standards in reading or language arts, mathematics, and science

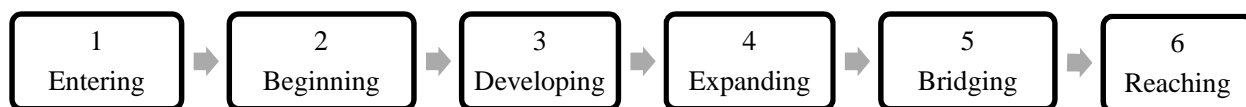
(National Clearinghouse for English Language Acquisition, 2011).

According to Title III of *NCLB* (2001), an English learner is defined as an individual whose native or first language (L1) is other than English and who comes from an environment where a language other than English is dominant, causing the individual significant difficulty in acquiring proficiency in the second language (L2) – difficulty which may deny the individual the opportunity to succeed academically and to participate fully in society. Additional criteria outlined in Title III describe an English learner as an individual aged three to twenty-one who was not born in the United States; is a Native American of Alaska or a native resident of the outlying areas; or is migratory. Other terms, such as limited English proficient (LEP) students and English language learner (ELL), are used interchangeably in research findings and state and federal legislation and policies; however, increasingly, English learner (EL) is used in lieu of the aforementioned terms.

Although the definition of language proficiency varies among theorists, practitioners and researchers in the field of language study, its definition, or description, has evolved over the years into, arguably, a continuum of English language development and acquisition relative to achieved attainment, or mastery, of the targeted L2. English learners' acquisition of the L2 requires a systemic progression through stages of language development – transitioning from little to no knowledge of the L2 to proficiency in the L2 comparable to that of a native, English speaker. As outlined in Mississippi's *Guidelines for English Language Learners* (2011) and the state-adopted language proficiency assessment, there are six stages of English language

development and acquisition in order of progression: (a) entering; (b) beginning; (c) developing; (d) expanding; (e) bridging; and (f) reaching¹ (p. 37).

Figure 1. Stages of English Language Development and Acquisition



It is important to note that in the Mississippi Department of Education’s *Guidelines for English Language Learners* (2011), a student is “no longer consider[ed] [a] limited English proficient student” or as an English learner “when an [English learner] achieves at the levels demonstrated in the following table, [and] the student is eligible to exit [services] and enter a federally mandated two-year monitoring period” (p. 53). Table 1 reflects the required proficiency level of performance on the state-adopted language proficiency assessment and the required performance on the state’s language arts proficiency exam, or the *Mississippi Curriculum Test, 2nd edition* (MCT2) subtest for language arts.

Table 1. Mississippi Department of Education’s Exit Criteria for English Learners

Grade(s)	WIDA ACCESS Tier Placement	WIDA ACCESS Required Performance	MCT2 Required Performance for Language Arts
3-5	B	5.0	Proficient
3-5	C	4.5	Proficient
6-8	B	5.0	Proficient
6-8	C	4.0	Proficient
9-12	B	4.0	Proficient
9-12	C	4.0	Proficient

¹ The final stage of language development and acquisition is reaching. Reaching is described as English learners’ “oral and written communication in [the] English [language]” comparable to their English-speaking peers (p. 37).

Communities across the United States are more diverse than communities were more than a decade ago. The number of English learners enrolled in PK-12 public schools across the nation has grown a staggering fifty-one percent since 1997; the state of Mississippi's English learner population has grown an astonishing seventy-two percent since 1997. By 2030 nearly forty percent of all PK-12 students will be English learners (Thomas & Collier, 2002) or children for whom English is not their first language. A step forward in fostering a greater inclusion of English learners in high-quality, standards-based programs of study, assessments, and accountability, Title III has increased awareness of the nation's population of school-aged English learners. Unfortunately, according to August (2010), as the numbers and percentages of English learners increase, the capacity to support and adequately serve this population "has not kept pace with the growing need[s]" of students (p. 1). States and school districts experiencing dramatic increases in English learners' enrollment in public schools – particularly in the southeastern region – are finding it challenging and difficult to address English learner needs and to implement the intended purpose and requirements of *NCLB*.

The demographics and *NCLB* reauthorization of the *ESEA* demand that schools identify and meet the challenges associated with educating English learners. With the increasing pressures of academic accountability for states and school districts and as the number of English learners grows, educators continue to seek effective practices that allow parity among all students, including English learners. This growth in the proportion of English learners, particularly in the southeastern region of the nation, causes educators to determine how they will adequately address the needs of this student population. Public school enrollment and growth trends for the United States and the state of Mississippi are illustrated in Tables 2 and 3. The variance of English learners' enrollment data for the state of Mississippi may be attributed to

student migration and changes in the identification procedures used to measure students' English language proficiency.

Table 2. Enrollment and Growth Trends of English Learners in the United States
(National Clearinghouse for English Language Acquisition, 2010)

Year	PK-12 Enrollment	PK-12 Growth	EL Enrollment	EL Growth
1997-98	46,023,969	0.00%	3,470,268	0.00%
1998-99	46,153,266	0.28%	3,540,673	2.03%
1999-00	47,356,089	2.89%	4,416,580	27.27%
2000-01	47,665,483	3.57%	4,584,947	32.12%
2001-02	48,296,777	4.94%	4,750,920	36.90%
2002-03	49,478,583	7.51%	5,044,361	45.36%
2003-04	49,618,529	7.81%	5,013,539	44.47%
2004-05	48,982,898	6.43%	5,119,561	47.53%
2005-06	49,324,849	7.17%	5,074,572	46.23%
2006-07	49,863,427	8.34%	5,216,930,	50.33%
2007-08	49,914,453	8.45%	5,318,164	53.25%

Table 3. Enrollment and Growth Trends of English Learners in Mississippi
(National Clearinghouse for English Language Acquisition, 2010)

Year	PK-12 Enrollment	PK-12 Growth	EL Enrollment	EL Growth
1997-98	504,792	0.0%	3,149	0.0%
1998-99	502,382	-0.5%	3,300	4.8%
1999-00	500,716	-0.8%	3,972	26.1%
2000-01	497,871	-1.4%	3,225	2.4%
2001-02	491,686	-2.6%	2,904	-7.8%
2002-03	491,622	-2.6%	2,916	-7.4%
2003-04	492,557	-2.4%	4,681	48.7%
2004-05	494,590	-2.0%	4,152	31.9%
2005-06	483,175	-4.3%	4,866	54.5%
2006-07	495,026	-1.9%	5,094	61.8%
2007-08	494,122	-2.1%	5,428	72.4%

Although court decisions and federal legislation have long maintained that school districts establish programs of study for English learners based on sound research and theory, an alarming number of English learners are not gaining proficiency in English nor mastering academic content – an achievement gap that separates them from their native, English-speaking peers (Borden, 2001) – and an disparity exists in the opportunities afforded to English learners to participate fully in all programs offered by school districts. In addition, the *Civil Rights Act* (1964) prohibits the discrimination of individuals on the basis of race, color, or national origin in any federally-assisted program. Title VII of the *ESEA*, the *Bilingual Education Act* (1968), established policy that recognizes the education challenges faced by English learners.

The well-known federal case *Lau v. Nichols* (1974) resulted in the ruling by the United States Supreme Court that dispelled the notion that an identical education constitutes an equal

education under the *Civil Rights Act* of 1968. The ruling required school districts to overcome all barriers to an equal education for English learners, in turn, causing school districts to implement education reform efforts which enable English learners to overcome the barriers they face linguistically and academically. As noted by Hacsí (2002), Justice William O. Douglas wrote “[T]here is no equality of treatment merely in providing students with the same facilities, textbooks, teachers, and curriculum; ...students who do not understand English are...foreclosed from any meaningful education” (p. 71) in the United States.

After the *Lau v. Nichols* ruling, the United States Congress passed the civil rights statute, the *Equal Educational Opportunity Act* of 1974 (*EEOA*), which prohibits states and school districts from neglecting to provide equal educational opportunit[ies] [due to] failure of school districts to take appropriate action to overcome language barriers that impede equal participation by students in instructional programs [20 U.S. C. § 1203 (f)]. From the *EEOA* evolved several court cases that support previous rulings by the Supreme Court that prohibited school districts from violating the *EEOA*: *Castaneda v. Pickard* (1981); *Idaho Migrant Council v. Board of Education* (1981); *Keyes v. School District No. 1 of Denver, CO* (1983); and *Gomez v. Illinois State Board of Education* (1987). According to Howard Gardner, as cited by Armstrong (2009):

It is of the utmost importance that we recognize and nurture all of the varied intelligences and all of the combinations of intelligences. We are all so different largely because we all have different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with the many problems that we face in the world (p. 5).

As advocates of equal access for all school-aged children, many educators and researchers are extending the intent of previous rulings and statutes supporting adequate language programs for

English learners, as did Justice William O. Douglas, to identify major issues affecting the overall education of English learners, including the lack of opportunity for English learners to participate in gifted education programs.

Interpretations of the word “gifted” seem endless in the field of education and difficult to define; yet, gifted characteristics are recognized easily by well-informed educators and psychometrists. Practitioners and researchers in the field of gifted education continue to ponder the multitude of definitions used to define, or describe, this term. The National Association for Gifted Children (2011) indicates that, while there is “no universally agreed upon [definition]...” for gifted, practitioners and researchers agree that the giftedness of individuals differs in context and among varying cultures. According to Sosa and Colangelo (2008), “Some scholars say that giftedness is a psychological construct or mental state that cannot be measured. Others argue that what giftedness is, is not as important as how it manifests; in other words, the important thing is that we can measure the behaviors that result from it” (p. 11). Due to the number of definitions and descriptions found and to narrow the focus of this study to the area of exceptional intelligence, as identified by the state of Mississippi, the term gifted will be defined using federal and state legislation from the *Jacob Javits Act*, *NCLB*, and the *Mississippi Gifted Education Act*, respectively.

The *Jacob Javits Act* (1988) notes that “gifted ... student[s] are children and youths who give evidence of higher performance capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the schools in order to develop such capabilities fully,” while the federal definition of gifted, according to *NCLB*, are students “who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific

academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities” (U.S. Department of Education, 1988).

The *Mississippi Gifted Education Act* (1989), as amended in 1993, addresses four of the five areas included in the *Javits Act* – intellectually, creatively, artistically, and academically gifted children – and defines a gifted education program (GEP) as a program that “shall be designed to meet the individual needs of gifted children and shall be in addition to and different from the regular program of instruction provided by [a school] district.” Intellectually gifted children, according to the *Mississippi Gifted Education Act*, “shall mean those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process” (Mississippi Department of Education, 2006).

Statement of the Problem

Reliance on intelligence quotient (IQ) tests alone has greatly diminished the potential number of students identified as “gifted.” Research conducted by Renzulli (1978), as noted in an article by Cohen (1990) published by the National Association for Gifted Children (2011), indicates that “more creative persons come from below the 95th percentile than above it, and if such cut-off scores are needed to determine entrance into special programs, we may be guilty of actually discriminating against persons who have the highest potential for high levels of accomplishment” (p. 124). Three percent is a conservative estimate of the percentage of the population that is considered gifted.

Increased identification of gifted English learners is based on the notion that broadening the concept and scope of gifted and the methods used to identify English learners for participation in an intellectually gifted education program will improve their opportunities to participate in intellectually gifted education programs throughout the state. A thorough analysis of data collected from the researcher’s survey showed that a disproportionate percentage of English learners are identified to participate in intellectually gifted education programs in Title III school districts. According to Boykin and Noguera (2011), “[educators] must acknowledge that the process used for identifying individuals with talent and potential is not precise and often deeply flawed” (p. ix). The authors state that “[a] large part of the problem lies in the fact that many educators do not understand what it means to engage in educational practices that promote equity. Equity involves more than ensuring that children have equal access to education. Equity also entails a focus on outcomes and results” (p. vi).

Purpose of the Study

The purpose of this study was to determine if particular gifted education programming, or programming criteria, impacts English learners' identification for participation in Mississippi's intellectually gifted education program. In relation to the state of Mississippi's gifted education programming criteria that is used to evaluate the efficacy of school districts' implementation of gifted education programs and the research survey completed by twenty-three participating Title III school districts, the researcher identified recommendations for further research reflective of a multi-step and multi-source set of procedures and processes to be used by educators to identify the "gifts" and abilities of English learners.

Additionally, the researcher's findings, as well as the theory matrix that is provided in the appendices, may serve as change agents to influence practices, processes and procedures for determining English learners' eligibility for participation in an intellectually gifted education program in the state of Mississippi. A detailed discussion of specific programming criteria in relation to the researcher's survey for Title III school districts outlines the role of sound and reliable processes involved in identifying English learners' potential and ability. A complete version of this study's research survey is provided in the appendices, and components of programming criteria are explained and categorized by the researcher in upcoming chapters.

Research Questions

The researcher's survey findings show that a high percentage of English learners in Title III school districts are economically disadvantaged, and as cited in the *Gifted Education Quarterly* (2010), the concept of underrepresentation of gifted students from minority or low socioeconomic backgrounds is "of critical importance to the field of gifted education...; [educators are forced] to consider the possibility that a great number of students are being denied

th[e] opportunity to participate in gifted education programs” (p. 283). Examining results of the researcher’s survey, this study seeks to address the following research questions (RQ), as well as the programming criteria (PC) and hypotheses associated with each question:

Research Question 1

RQ 1: Is there is a significant difference between the percent of English learners and the percent of English learners identified for participation in an intellectually gifted education program in Mississippi’s Title III school districts? The following programming criteria and two hypotheses represent an exploration of RQ1:

Programming Criteria

PC 1: Student Identification and Assessment. This criterion means that potentially gifted students must be assessed to determine appropriate educational services.

PC 2: Socio-Emotional Guidance and Counseling. This criterion means that a plan is established to recognize and nurture the unique socio-emotional development of gifted learners. This criterion addresses “at-risk” or “diverse” student populations.

Hypotheses

H₀₁: There will be no significant difference between the means for percent of English learners and the percent of English learners identified for participation in an intellectually gifted education program in Mississippi’s Title III school districts.

H₁: There is a significant difference between the means for percent of English learners and the percent of English learners identified for participation in an intellectually gifted education program in Mississippi’s Title III school districts.

H₀₂: There will be no significant difference between the percent of potentially disadvantaged student populations participating in an intellectually gifted education program and the percent of English learners participating in an intellectually gifted education program in Mississippi's Title III school districts.

H₂: There is a significant difference between the percent of potentially disadvantaged student populations participating in an intellectually gifted education program and the percent of English learners participating in an intellectually gifted education program in Mississippi's Title III school districts.

Research Question 2

RQ 2: Is there a significant difference in the screening and identification methods used to identify English learners for intellectually gifted education in Mississippi's Title III school districts? The following programming criteria and hypothesis represent an exploration of RQ2:

Programming Criteria

PC 1: Student Identification and Assessment. This criterion means that potentially gifted students must be assessed to determine appropriate educational services.

PC 2: Socio-Emotional Guidance and Counseling. This criterion means that a plan is established to recognize and nurture the unique socio-emotional development of gifted learners. This criterion addresses "at-risk" or "diverse" student populations.

Hypothesis

H₀₃: There will be no significant difference in the screening and identification methods used to identify English learners for intellectually gifted education in Mississippi's Title III school districts.

Statistical analysis of H_{03} reveals no statistically significant difference between the subjective and objective screening and identification methods and the percent of English learners that are intellectually gifted in Mississippi's Title III school districts.

Research Question 3

RQ 3: Is there a significant correlation between school districts' self-report score and the number of English learners that are identified as intellectually gifted in Mississippi's Title III school districts? The following programming criteria and hypothesis represent an exploration of RQ3:

Programming Criteria

PC 1: Student Identification and Assessment. This criterion means that potentially gifted students must be assessed to determine appropriate educational services.

PC 2: Socio-Emotional Guidance and Counseling. This criterion means that a plan is established to recognize and nurture the unique socio-emotional development of gifted learners. This criterion addresses "at-risk" or "diverse" student populations.

Hypothesis

H_{04} : There will be no significant correlation between school districts' self-report scale score and the number of English learners that are identified as intellectually gifted in Mississippi's Title III school districts.

Statistical analysis of H_{04} reveals no statistically significant correlation between school districts' self-report score and the number of English learners that are intellectually gifted in Mississippi's Title III school districts.

Research Question 4

RQ 4: Is there a relationship between the districts' self-report survey score and selected factors related to the screening and identification of English learners in Mississippi's Title III school districts? The following programming criteria and hypothesis represent an exploration of RQ3:

PC 1: Student Identification and Assessment. This criterion means that potentially gifted students must be assessed to determine appropriate educational services.

PC 2: Socio-Emotional Guidance and Counseling. This criterion means that a plan is established to recognize and nurture the unique socio-emotional development of gifted learners. This criterion addresses "at-risk" or "diverse" student populations.

H₀₅: There will be no significant relationship between the self-report scale score and factors related to the screening and identification processes used in Mississippi's Title III school districts.

H₅: There is a significant relationship between the self-report scale score and selected factors related to the screening and identification processes used in Mississippi's Title III school districts.

Significance of the Study

School districts have been struggling with the challenges of educating English learners for decades, long before the enactment of the *No Child Left Behind Act* in 2001. Yet, considering the abundance of research on English learners, relatively few studies have examined specific methods or efforts of districts and schools in the southeastern region of the United States to identify English learners for participation in an intellectually gifted education program.

Educators who work closely with English learners look to identify the exceptional abilities of

this student population rather than merely identifying students based on the more narrowly defined gifted student who scores in the top three percent on intelligence quotient (IQ) tests.

The significance of this study is that it provides data concerning English learners' participation in intellectually gifted education in Mississippi's Title III school districts, derived from survey responses provided to the researcher from participating school districts. To the researcher's knowledge, specific items in the survey used and the findings of this study are unique in that they have not been required by the U.S. Department of Education to be reported in state- and district-level reporting systems. For example, the researcher's district-level survey item seven specifically requests the number of potentially disadvantaged gifted students that are English learners; and item eleven specifically requests the percentage of students identified as intellectually gifted and as an English learner.

This study is regarded as significant because it introduces a comprehensive, practical and authentic process based on Mississippi's gifted programming criteria for assessing the intellectual ability of English learners. The researcher hopes that this study will motivate educators to revisit current policy, regulations, and guidelines as they relate to English learners and gifted education – bridging legislators' and educators' efforts to change the gifted education identification processes and practices currently established and accepted in Mississippi.

Limitations of the Study

According to Ford (1998), the underrepresentation of English learners in gifted education programs is an ongoing issue in the field of gifted education research. While the underrepresentation of English learners has been studied, research has focused primarily on two variables as contributing factors to students' underrepresentation in gifted education programs: students' minority status and students' socioeconomic status (SES); therefore, the researcher

predicted difficulty in examining English learners' language proficiency as the sole contributing factor of this student population's underrepresentation in Mississippi's intellectually gifted education program since the student population of English learners is comprised of more than one minority group and their SES varies even though participating Title III school districts reported that a high percentage of their English learners' SES is considered low according to descriptors used by the United States Department of Agriculture Food and Nutrition Service.

Another difficulty included in Mississippi's existing procedures for identifying intellectually gifted students is the autonomy given to school districts. Most students, including English learners, are screened for participation in an intellectually gifted education program during first grade – which is for most English learners and their peers during their second year of academic enrollment. Although Mississippi uses and supports a multi-step identification process, school districts determine the instruments, or measures, that will be used during the screening and identification processes and whether the minimal acceptable criteria established in state regulations will be used or if higher criteria will be established by school districts and approved by the Mississippi Department of Education (the MDE) for use.

Since the federal expectation is that English learners show significant progress toward attaining English language proficiency and mastery of core academic content knowledge within three years of school enrollment, the researcher found it difficult to consider this federal expectation; Mississippi's own expectation for English learners' classroom success and language proficiency extends beyond a three-year period. Sosa and Colangelo (2007) suggest, as do many researchers and scholars, for English learners to progress from limited understanding of the English language to the ability to successfully participate in academic settings usually takes from four to ten years. Sosa and Colangelo (2007) continue, "[A]s with any skill, the time needed to

achieve proficiency varies according to factors such as the student's background and experiences; age; first-language proficiency; and how much support the family, school, and community provide" (p. 10).

Delimitations

Due to the mobility of the English learner student population, the number of school districts identified as Title III fluctuates from year to year; therefore, only school districts identified as Title III for two consecutive years were considered for reporting purposes.

Delimitations of this study include the following:

1. This study was restricted to the review of intellectually gifted education.
2. This study was limited to thirty-four Title III school districts in the state of Mississippi.

Definition of Terms

The following terms and definitions were used in this research study.

English Learner (EL): The language in the *No Child Left Behind Act of 2001* identifies language minority students as limited English proficient students or LEPs. However, the Mississippi Department of Education follows the suggestion of the National Research Council with the identification of these students as English learners since this term highlights the positive aspect of the English language acquisition process. This term may be used interchangeably with English Language Learner (ELL) or limited English proficient (LEP) students.

According to Title III of the *No Child Left Behind Act of 2001*, an English learner is an individual:

(A) who –

- is aged 3 through 21;

- was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or
- is a Native American or Alaska Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; or
- is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and

(B) who –

- has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Intellectually Gifted Children: According to the Mississippi Department of Education, intellectually gifted children shall mean those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process.

Language Proficiency: Refers to the degree to which the student exhibits control over the use of language, including the measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary, and semantics and including the areas of pragmatics or language use within various domains or social circumstances. Proficiency in a language is judged independently and does not imply a lack of proficiency in another language.

Potentially Disadvantaged Gifted Student: According to the Mississippi Department of Education, a potentially disadvantaged gifted student is a student who meets (or satisfies) five or more of the following criteria:

- limited English proficiency or English is not the student's primary language
- non-standard English interferes with learning activities
- frequent moves from one school to another or one district to another
- few academic enrichment opportunities available in the home or local neighborhood
- home or after school responsibilities may interfere with learning activities
- cultural values may be in conflict with the dominant culture
- lack of access to cultural activities within the dominant culture
- poor reading skills
- experiences frequent absenteeism
- experiences difficulty staying on task
- official diagnosis of Attention deficit disorder (ADD) / Attention deficit hyperactivity disorder (ADHD)

Title III: Title III of the *No Child Left Behind Act of 2001* ensures that English learners, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Title III effectively establishes national policy by acknowledging the needs of English learners and their families.

Organization of the Study

In Chapter 2 the researcher provides a review of the literature related to the identification of intellectually gifted English learners based on sound theory and practice, as well as relevant

findings designed to increase English learners' participation in gifted education. Chapter 3 details the methodology and experimental design used to garner data and results, including information about the study's participating school districts, the data sources and instruments used, the statistical tests used in analyzing the data – including the apparatus and software used to generate data – and the procedures used by the researcher to acquire results. Chapter 4 summarizes and analyzes the study's data and findings, affording readers an opportunity to begin to interpret results and match their interpretations against the researcher's conclusions presented in Chapter 5. Chapter 5, the conclusion of the study, will present readers with the researcher's findings and contribution to the literature and discuss how the study's limitations and implications impact existing theory, practice, and future research.

CHAPTER 2

REVIEW OF THE LITERATURE

Exploring the controversy surrounding the underrepresentation of English learners in intellectually gifted education, this qualitative study explores the notion of using nationally-recognized methods pertaining to gifted behavioral characteristics to ensure equity in the identification and participation of English learners in gifted education in Mississippi, enabling Title III school districts to broaden their concept of giftedness by considering various factors and to include, with more consistency, valid and reliable rating scales in their screening and identification processes and procedures. Many practitioners and researchers in the fields of education and psychometrics assert that the use of standard intelligence quotient (IQ) tests as a measure of giftedness with English learners does not fairly accommodate their cultural and linguistic differences. As noted by the National Association for Gifted Children (NAGC) (2011), the United States Office of Educational Research and Improvement (1993) concludes that “[o]utstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor” (p. 574). In addition, as noted in the quarterly publication The Learning Principle by Learning Forward in the article *Taking Action in Equity* as authored by Armstrong (2010), according to Wilensky, in the field of education, “[e]quity has to become a lens through which [educators] look at everything” (p. 4).

As noted by Sosa and Colangelo (2007), educators have inherited identification processes accepted in past practice. While the Mississippi Department of Education (2006) requires the use of a multi-step process and the use of subjective and objective measures for identifying

gifted education students, standardized assessments and the information garnered from such assessments are incomplete if used in isolation. The researcher predicts that findings from this study will become a second-order change agent², or “paradigm” shift, for changing the identification process for intellectually gifted English learners. English learners’ abilities, or intelligences, will no longer be “determined primarily by a specific score or cut-point on a standardized assessment” in any given step of Mississippi’s identification process for intellectually gifted.

According to the Mississippi Assessment and Accountability Research System (MAARS) (2011), Mississippi school districts serve nearly 500,000 students with approximately 5,428 English learners enrolled in its Title III school districts; yet, out of the number of students identified as intellectually gifted in grades 2-6, it is predicted³ that a fraction of one percent of the students participating in an intellectually gifted education program are considered English learners, as illustrated in Table 4 on the following page.

² Second-order change is “...a fundamental or significant break with past and current practices. This type of change represents a dramatic difference in current practices. Second-order changes require new knowledge and skills for successful implementation.” (Mid-continent Research for Education and Learning, 2011)

³ The intellectually gifted English learner enrollment is inconclusive. The researcher made a concerted effort to receive data from the Mississippi Department of Education; however, it was determined, prior to the researcher’s request, that these two student populations had never been cross analyzed since this has not been a requirement of the U.S. Department of Education. It is important to note that the Mississippi Department of Education’s willingness to assist the researcher was commendable. The researcher provides a copy of the state-level survey in the appendices.

Table 4. Mississippi Enrollment and Percentages by Groups of Students
Mississippi Adequate Education Program Budget Request (2012), p. 18

Mississippi Enrollment Groups	Mississippi Enrollment ⁴	Mississippi Enrollment Percentages
Asian	4,549	1%
Black	247,473	50%
Hispanic	11,358	2%
Native American	992	0%
White	227,733	46%
English Learner	5,428	1%
Intellectually Gifted (IG) ⁵	36,940	7%
IG English Learner (IG-EL) ⁶	Inconclusive	≤ 1%

As mentioned earlier by the researcher, although state regulations governing gifted education requires the use of multiple selection criteria for identifying intellectually gifted students from the entire student population, research suggests the focus on English learners' language proficiency and the belief of myths surrounding this student population have become primary obstacles to English learners participating in an intellectually gifted education program; therefore, more consideration should be given to changing the paradigm of the identification of high abilities or potential demonstrated by English learners. The success of identifying and serving high-ability English learners should rely upon the establishment of formal channels of communication created among all involved to ensure that English learners receive a "quality

⁴ Mississippi enrollment is based on the entire number of students enrolled in the state's public school districts. The enrollment number for English learners reflects students enrolled in the state's Title III public school districts.

⁵ Intellectually gifted enrollment numbers are based on the average number of gifted education teacher units requested by the Mississippi Department of Education for school years 2009-2010 and 2010-2011 during each year's legislative session.

⁶ Intellectually gifted English learner enrollment is inconclusive; however, it is predicted that a fraction of one percent of this population reflects the intellectually gifted education enrollment number for the state of Mississippi due to the overall percentage of English learners enrolled in the state's school districts.

education.” The most recently approved *Mississippi Guidelines for English Language Learners* addresses the need to provide “equal access” for English learners in other program services (Mississippi Department of Education, 2011). Recommendations provided by the NAGC, the Virginia Department of Education, and the California Department of Education were used to determine whether the processes used by Title III school districts proved successful when determining the eligibility of English learners to participate in an intellectually gifted education program. The researcher decided to use the departments of education for the states of Virginia and California due to the number of English learners enrolled in these states’ school districts and the inclusion of diverse student populations in their implementation of gifted education programs.

The Mississippi-adopted language assessment system, the World-Class Instructional Design and Assessment (*WIDA*) system, identifies English learners’ English language proficiency in grades PK-12. *WIDA*, published by the University of Wisconsin, is described as a comprehensive assessment of English learners’ linguistic ability, vocabulary usage, and language control. These three criteria measure and describe students’ increasing quality and quantity of language proficiency across the six levels of language proficiency. Garnered from the *Guidelines for English Language Learners*, unlike the former state-adopted language assessment, the Stanford English Language Proficiency Test (*SELPT*), the *WIDA* is inclusive of Cummins’s (1984) contextual differentiation of language proficiency: one’s basic interpersonal communication skills (BICS) – the informal language used day-to-day to communicate in social situations and one’s cognitive, academic language proficiency (CALP) – and the formal language used and needed for academic success (Mississippi Department of Education, 2011).

While the researcher found that Title III school districts were using multiple assessment instruments, districts' self-report survey responses received from participating Title III school districts revealed that many Title III school districts were not using the screening and identification instruments suggested by the Mississippi Association for Gifted Children (MAGC) for use with culturally disadvantaged students (i.e., English learners). The assessment peer review committee, comprised of psychometrists, psychologists, and teachers, of the Mississippi Association for Gifted Children (MAGC) suggests seven screening and identification measures⁷ that are valid and reliable tools for use in determining students' eligibility to participate in an intellectually gifted education program: the screening instruments are the *Naglieri Nonverbal Ability Test*®, second edition (*NNAT2*) and the *Raven's Standard Progressive Matrices* (*Raven's*); the identification instruments are the *Comprehensive Test of Nonverbal Intelligence*, second edition (*C-TONI-2*), the *Leiter International Performance Scale*, revised (*Leiter-R*), the *Naglieri Nonverbal Ability Test*® - *Individual Administration* (*NNAT-Individual*), the *Universal Nonverbal Intelligence Test* (*UNIT*), and the *Wechsler Nonverbal Scale of Ability* (*WNV*).

For continued attention, direction, and growth to occur in the identification of English learners for participation in an intellectually gifted education program, researchers, practitioners, and educators must begin to separate from past practices. Bennett, Finn & Cribb (1999) asserted in The Educated Child:

The public school establishment is one of the most stubbornly intransigent forces on the planet. It is full of people and organizations dedicated to protecting established programs

⁷ While the assessment peer review committee of the Mississippi Association for Gifted Children (MAGC) suggests screening and identification measures for gifted education, particularly for intellectually gifted education, its list is not considered extensive in comparison to initial research findings nor is its list "mandated or approved" by the Mississippi Department of Education (p. 3).

and keeping things just the way they are. Administrators talk of reform even as they are circling the wagons to fend off change, or preparing to outflank...innovation... (p. 628).

As noted by Samway and McKeon (1999), English learners' L2 acquisition is influenced by sociocultural factors, such as one's personality, cultural affiliation, prior schooling, and teacher expectations and affective factors such as motivation, self-confidence, and anxiety. In addition, based on the assumption posed by Sosa and Colangelo (2008) that little variation exists between the gifted characteristics demonstrated by English learners and the characteristics exhibited by their native, English-speaking peers, this study validated that often English learners' potential and ability are masked by their limited, English language proficiency since English learners may display their potential and ability within the cultural context of learning the L2, or second language not the students' L1, or native language. Based on survey responses to item 36, many participating school districts consider whether English learners participate in their district's intellectually gifted education program based upon students' English language proficiency level determined by the state-adopted language proficiency assessment instrument, the *WIDA*.

According to Leos (2004), English learners represent the fastest growing K-12 student population in the United States of America, with a current enrollment of over 5.5 million. Collier and Thomas (2002) argue that English learners will make up forty percent of the K-12 student population by 2030. Many schools in the state of Mississippi that had previously enrolled a relatively homogeneous student population are now facing the challenges and opportunities that come with a sudden influx of English learners. As noted by August (2010), many educators are unfamiliar with teaching English learners, as most teacher education programs do not require pre-service teachers to learn second language teaching and learning practices prior to completion of a program. The National Center for Education Statistics (2002)

reported that forty-one percent of teachers in the United States have students with limited English proficiency in their classrooms; yet only 12.5 percent of teachers in the United States have received at least eight hours of related training.

The Office for Civil Rights (2002) documented, over a twenty-year period, the continuing problem of the underrepresentation of English learners in gifted education programs. An analysis conducted by Donovan and Cross (2002) revealed that while the number of English learners participating in gifted education programs has increased, the proportion of non-English learners to English learners, particularly Hispanic students, in gifted education programs has not changed significantly in the last twenty years. Although English learners represent one percent of the state of Mississippi's overall K-12 student population, the researcher deemed it necessary to study the screening and identification procedures and processes for determining English learners' eligibility to participate in the state's intellectually gifted education program.

As an educator in a Title III school district, the researcher found that out of 2,700 intellectually gifted education students, a mere fraction of one percent of the district's English learners had been determined eligible to participate in the district's intellectually gifted education program over a three-year period. As noted by Boykin and Noguera (2011), "In many cases, individuals who possess the capacity to achieve – and even produce greatness – are denied that opportunity simply because the educators charged with cultivating talent are unable to identify and support students whose gifts are not readily apparent" (p. ix). Without adequate preparation to meet the individual needs of English learners educationally, the researcher argues that few schools will be able to consistently and successfully identify English learners for participation in an intellectually gifted education program.

According to the National Association for Gifted Children (NAGC), “[t]he most effective and equitable means of serving gifted students is to assess them - to identify their strengths and weaknesses and to prescribe services based on these needs” (p. 124). The Mississippi Department of Education (2006) mandates that a multi-step process and multiple assessment measures be used to determine students’ eligibility to participate in an intellectually gifted education program. In addition, the Mississippi Department of Education mandates that educators determine whether a student is “potentially disadvantaged” as part of the screening and identification process; however, during the researcher’s review of the literature, in addition to having a multi-step process and using multiple assessment measures, sound practices warrant the use of valid indicators from multiple sources to assess students’ giftedness.

The NAGC (2011) notes, information should be collected from multiple sources in different ways and in different contexts. Multiple sources may include students’ family members, teachers, administrators, counselors, or other students; collecting information in different ways may include observations, performances, products, portfolios, and interviews; and collecting information in different contexts may include in-school and out-of-school settings or environments. As noted by Davis, “In review of the newly revised NAGC P – 12 Gifted Programming Standards, it is clear that understanding and acceptance of diversity across multiple groups was integral in [the development of the standards].” ...”the language of diversity, culture, and sensitivity toward individual difference [are] embedded through the standards.” In addition, Davis suggests that:

“[T]he new standards enable educators to address the multiple and complex intellectual and affective needs of underrepresented populations for gifted learners with equity and excellence by provid[ing] a springboard for development of new identification protocols

that recognize the critical roles of classroom teachers as the identifier of talent.” “The evidence-based best practices as described in the standards suggest that the role of educators as identifiers of talent is equally as important as their role of developers of instruction and supporters of talent.” (2010, p. 14)

Considering the NAGC’s position on the use of multiple sources, the researcher reviewed several states’ plans and guides for implementing gifted education programs; these states were Alabama, California, Iowa, Virginia, and Texas.

The researcher selected to use the Virginia Department of Education’s *Plan for the Gifted* (2006) and the California Department of Education’s *Gifted and Talented Education Program Resource Guide* (2005) due to these states larger English learner populations. As noted in the Virginia Department of Education’s *Plan for the Gifted* (2006), [a]ny identification effort that concentrates on a single group is a partial and selective process, and efforts should be made to identify gifted students among all ethnic, socioeconomic, and disabled groups. The Virginia Department of Education notes that [a]ppropriate screening allows for differences among students...culturally sensitive checklists and observation of students’ behaviors are...key to the identification of special populations of gifted learners. The California Department of Education (2005) recognizes the significant roles of educators and parents, recommending that “parents of special needs students, such as English learners..., participate in [the] advisory committee.

When carefully selected and appropriately used, researchers and practitioners agree that screening and identification assessment instruments, as well as developing gifted screening profile for English learners and research-based rating scales, provide educators with valuable information about students’ abilities. Use of valid and reliable assessment instruments, a gifted screening profile, and research-based rating scales determine students’ needs – enabling

educators to design programs based on students' individual needs and not the status quo. The NAGC (2011) notes, "Despite their potential usefulness, [assessment measures] have limitations; testing instruments are not perfect or infallible predictors of intelligence, achievement, or ability..." (p. 124).

The researcher hopes that this study will serve as a second-order change agent that tasks Mississippi and its school districts with reconsidering the identification process used to determine student eligibility for participation in an intellectually gifted education program by developing and using sound and reliable multi-assessment methods and measures that prove beneficial to identifying English learners' potential and ability. While the MDE requires a multi-step process to identify students for participation in an intellectually gifted education program, the researcher proposes that during the screening process, one subjective and one objective instrument be used with English learners, as well as a comprehensive potentially gifted student profile for English learners (PGSP-EL), and during the identification, or eligibility, process, the researcher proposes that psychometrists or psychologists use one objective instrument. The PGSP-EL will be comprised of a subjective yet nationally-recognized and research-based rating scale of behavioral characteristics of gifted students to aid in the identification of English learners for participation in an intellectually gifted education program during the referral to placement process; this subjective rating scale of behavioral characteristics should be completed by the regular education teacher, as well as the English language development (ELD) teacher.

In this chapter, the researcher provides a review of the literature and pertinent research related to the underrepresentation of English learners in intellectually gifted education programs, as well as suggested, or recommended, research-based practices that may be used to increase the

identification of English learners for participation in an intellectually gifted education program.

Chapter 3 details the methodology the researcher used to determine results and findings.

CHAPTER 3

METHODOLOGY

The researcher gained approval from the dissertation committee and the Institutional Review Board (IRB) of The University of Mississippi to conduct this research. The researcher requested that the IRB exempt this study from applicable provision(s) since the research posed no risks to human subjects and protected school districts by giving fictitious names to all school districts, ensuring anonymity of the participating Title III school districts. The IRB approved this study (Protocol 12-239) as Exempt under 45 CFR 46.101 (b) (2 & 4).

Participants

All participating school districts met criteria established by the Mississippi Department of Education to be described as a Title III school district serving a significant number of English learners. An English learner is defined as an individual whose native or first language (L1) is other than English and who comes from an environment where a language other than English is dominant, causing the individual significant difficulty in acquiring proficiency in the second language (L2) – difficulty which may deny the individual the opportunity to succeed academically and to fully participate in society. Additional criteria outlined in Title III describe an English learner as an individual aged three to twenty-one who was not born in the United States; is a Native American of Alaska or a native resident of the outlying areas; or is migratory. Title III school districts' responses to the survey were at a high rate even though all school districts did not respond. Twenty-three out of the thirty-four Title III school districts responded at a respectable rate of 67%. The surveys were mailed to the superintendents of each Title III

school district. The superintendents were directed to either complete the survey themselves or assign a designee such as the director of state and federal programs, the contact person for gifted education, or the contact person for English language development. Due to the number of Title III school districts in the state of Mississippi, survey responses were de-identified and confidential. Once surveys were de-identified, the researcher referred to the participating Title III school districts as Districts A-W.

Programming Criteria and Survey Instrument

The researcher used the seven gifted education programming criteria identified by the Mississippi Department of Education's *Program Standards, Evaluation, and Monitoring Instrument* (2004) to develop the survey provided to thirty-four Title III school districts. Each criterion was analyzed according to the survey's item or question content. Although Mississippi's English learner population is less than the populations in Virginia and California, the programming criteria used by Mississippi is comparable to the programming criteria used in these two states. Figure 2 on the next page illustrates the correlation of programming criteria and survey items, or questions.

Figure 2. Programming Criteria and Survey

Programming Criteria	Items (or Questions)
Curriculum and instruction	24, 25, 26, 27, 28, 31, 32
Program administration and management	19, 20, 45, 46, 47, 55, 56, 57, 58
Program design	3, 21, 22
Program evaluation	2, 23, 30, 59, 60, 61
Socio-emotional guidance and counseling	7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 43, 44
Professional development	50, 51, 52, 53, 54
Student identification and assessment	29, 34, 35, 38, 39, 40, 41, 42, 43, 48, 49
Additional district profile data	1, 4, 5, 6, 10, 33, 36, 37, 62, 63, 64, 65

Description of Programming Criteria

Curriculum and Instruction means that gifted education services shall include curricular and instructional opportunities directed to the unique needs of gifted students.

Program Administration and Management means that appropriate gifted education programming must include the establishment of a systemic means of developing, implementing, and managing services.

Program Design means the development of appropriate gifted education programming that requires comprehensive services based on sound philosophical, theoretical, and empirical support.

Program Evaluation means that the program evaluation is the systematic study of the value and impact of services provided.

Socio-Emotional Guidance and Counseling means that a plan is established to recognize and nurture the unique socio-emotional development of gifted learners. This criterion addresses “at-risk” or “diverse” student populations.

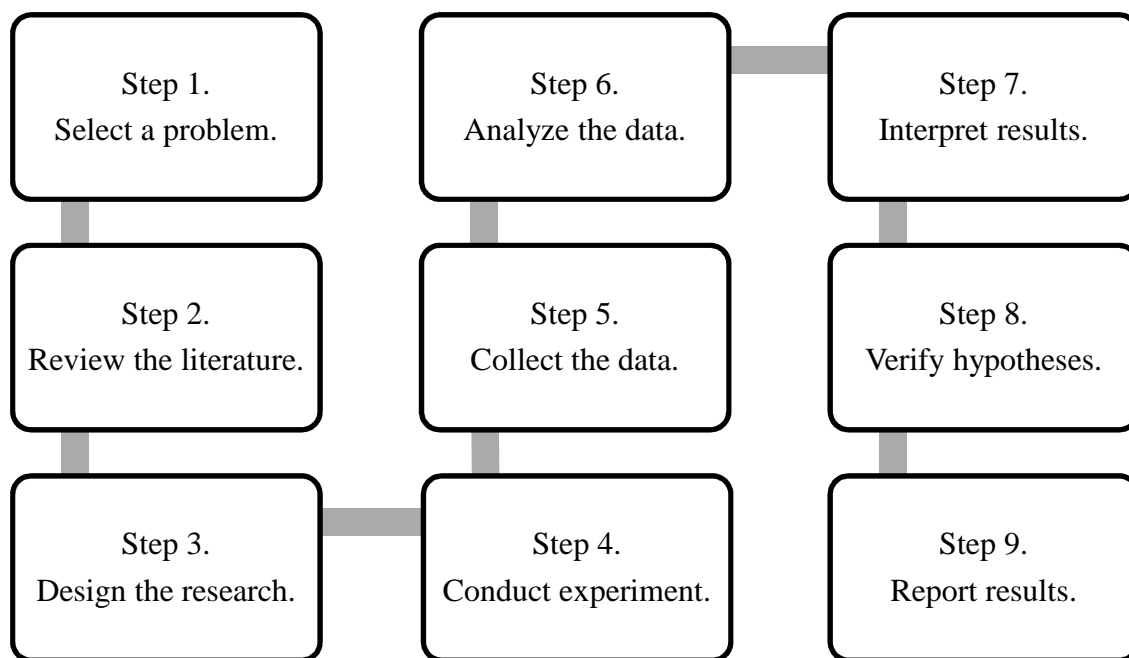
Professional Development means professionals having specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, as well as possessing personal and professional traits.

Student Identification and Assessment means that potentially gifted students must be assessed to determine appropriate educational services.

Experimental Research Process and Design

The experimental research process, as illustrated in Figure 3, outlines the research process featured in this study. The researcher developed this experimental research process using the “typical stages in research” as outlined by Ary, Jacobs, and Razavieh (2002) in their text, Introduction to Research in Education, pp. 29-30.

Figure 3. Experimental Research Process



Development of the District Self-Report Scale

Self-report survey responses from twenty-three out of thirty-four Title III school districts were collected and analyzed by items, or questions. Information from survey items eight and forty through forty-two helped to produce the district self-report scale developed by the researcher of this study. Additionally, the researcher developed the district self-report scale as a way of reporting or “tracking” the impact of decisions about screening and identification affecting English learners in this study. The general interpretation of scores from the self-report scale is that higher scores imply greater numbers of criteria, subjective screening instruments, objective identification instruments, and that other additional data sources may likely have been utilized in the decision-making process that, in turn, could differentially impact the number of

English learners eventually selected to participate in an intellectually gifted education program in districts participating in this study.

Research Questions and Hypotheses

The first research question of this study explored whether there were underlying dimensions of the suggested identification and selection process that define the ways existing processes and procedures identify English learners eligible for participation in an intellectually gifted education program in Mississippi's Title III school districts. The first hypothesis was there will be no significant difference between the percent of English learners participating in an intellectually gifted education program and the percent of English learners identified for participation in an intellectually gifted education program in Mississippi's Title III school districts. The second hypothesis was there will be no significant difference between the percent of potentially disadvantaged student populations participating in an intellectually gifted education program and the percent of English learners participating in an intellectually gifted education program in Mississippi's Title III school districts. To explore these two hypotheses, a Paired-Samples T-test for means was conducted for the first hypothesis and an Individual Samples T-Test was used for the second hypothesis. All tests were conducted at the $p = .05$ level of significance. To achieve this, survey responses were compared by categorizing school districts' responses based on specific programming criteria related to specific survey items or questions. Survey items seven and eleven specifically requested the number of potentially disadvantaged gifted students that are English learners and the percentage of students identified as intellectually gifted and as an English learner, respectively. All potentially disadvantaged values were later converted to percentages before conducting an analysis.

The second research question explored the differences in screening and identification methods used to identify English learners for intellectually gifted education in Mississippi's Title III school districts. The third hypothesis was that there will be no significant relationship between types of screening and identification methods used to identify English learners for intellectually gifted participation and the percent of IG-EL and the percent of gifted students in Mississippi's Title III school districts. To investigate this research question the Pearson-r correlation test was conducted to determine whether there was a relationship between selected identification and screening methods used to identify English learners for intellectually gifted education in Mississippi's Title III school districts. To accomplish this, survey responses were compared by categorizing school districts' responses based on specific programming criteria related to specific survey items or questions. The significance level used was $p = .05$.

The third research question was whether any relationship existed between the percent of IG-EL in Title III school districts that use nationally-recognized instruments pertaining to gifted behavioral characteristics and the district self-report scale developed in this study to tract the characteristics of Title III school districts. The fourth hypothesis was there will be no significant relationship between school districts using nationally-recognized instruments and other factors (i.e., the district self-report scale) and the percent of IG-EL found among school district participating in this study. Survey questions eight and forty through forty-two were analyzed to produce values for the percent of IG-EL and the district self-report scale, respectively. The significance level for the Pearson-r was set at the $p = .05$ level of significance.

The fourth research question asked whether there was a relationship between the district self-report scale score and several selected factors related to the screening and identification of English learners in Mississippi's Title III school districts. The fifth hypothesis was there will be

no significant relationship between the self-report scale score and selected factors related to the screening and identification processes used in Mississippi's Title III school districts. To explore this research question, the Pearson-r correlation was conducted at the $p = .05$ level of significance. Correlated with the district self-report scale score were the following factors chosen for their higher levels of importance in this study: (a) EL enrollment number, (b) IG-EL total, (c) PD-EL total, (d) percent of IG-EL, and (e) percent PD-EL identified as intellectually gifted.

Chapter 3 has detailed the methodology and experimental design used to garner data and results, including information about the study's participating school districts, the data sources and instruments used, the statistical tests used in analyzing the data – including the apparatus and software used to generate data – and the procedures used by the researcher to acquire results.

CHAPTER 4

RESULTS

This chapter presents the results of the data that determined if particular gifted education programming, or programming criteria, impacts this student population's identification for participation in Mississippi's intellectually gifted education program in relation to the state of Mississippi's gifted education programming criteria that is used to evaluate the efficacy of school districts' implementation of gifted education programs. This study explored responses received by the researcher from the survey, or district-self report survey, mailed and / or upon request, electronically mailed to participating Title III school districts. Out of the thirty-four school districts identified as Title III school districts for participation in this study, by the participation deadline established by the researcher, twenty-three school districts (or 67% percent) had responded.

The results not only show statistical significance in whether particular gifted education programming, or programming criteria, impacts this student population's identification for participation in Mississippi's intellectually gifted education program but, in addition, explains the data that was collected. The data obtained from items and variables from the district self-report survey were analyzed by responding to the following hypotheses using various statistical tests available through SPSS. Survey results were analyzed and all research questions were answered. All hypotheses were tested at the $p = .05$ level of significance. The results of each hypothesis follow for each of the research questions.

Research Question 1

Is there is a significant difference between the percent of English learners and the percent of English learners identified for participation in an intellectually gifted education program in Mississippi's Title III school districts? A Paired-Samples T-test for means was used to compare participating school districts' percent of English learners and the percent of English learners identified for participation in an intellectually gifted education program.

H₀₁: There will be no significant difference between the means for percent of English learners and the percent of English learners identified for participation in an intellectually gifted education program in Mississippi's Title III school districts.

Table 5. Paired-Samples Test for RQ 1

	Paired Differences		
	T	df	Sig. (2-tailed)
Percent EL	7.402	22	.000
Percent IG-EL			

The Paired-Samples T-test for means revealed that the participating districts' percent of English learners ($M_1 = 4.8387$) versus the participating districts' percent of English learners identified as gifted ($M_2 = .0833$) with $T_{(22)} = 7.402$ with $p < .05$ ($p = .000$) was significantly different.

In addition, the researcher examined a sub-group comparison involving Group 1 (school districts meeting the state's minimum requirement standards for screening and identification); Group 2 (school districts exceeding the minimum requirement standards for screening and identification). The Independent Samples T-test (and the Levene's Test for Equality of Variances) examined a comparison of means for and differences in participating districts using different requirement standards.

Table 6. Group Statistics for Percent IG-EL for RQ 1

	N	Mean	Std. Deviation	Std. Error Mean
Group 1	17	.0977	.11405	.02766
Group 2	6	.0427	.04826	.01970

Table 7. Independent Samples Test (Levene's Test for Equality of Variances) for RQ 1

Percent IG-EL	Levene's Test for Equality of Variances		T-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	2.984	.099	1.133	21	.270
Equal variances not assumed			1.621	19.935	.121

Table 8. Independent Samples T-test for Equality of Means for RQ 1

Percent IG-EL	T-test for Equality of Means			
			95% Confidence Interval of the Difference	
	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.05506	.04858	-.04596	.15609
Equal variances not assumed	.05506	.03396	-.01579	.12592

The result of the test indicated no significant differences. The Independent T-test revealed $T_{(21)} = 1.133$ with $p > .05$ ($p = .270$) with equal variances assumed and $T_{(19.935)} = 1.621$ with $p > .05$ ($p = .121$) with equal variances not assumed. The Levene's Test for Equality of Variances ($F = 2.984$ with $p > .05$, $p = .099$) indicated that the variance between the groups were different but not statistically significant among the twenty-three Title III school districts that participated in this study.

To further examine English learners identification for intellectually gifted education, the following survey items were used to determine results for Hypothesis 2 of Research Question 1: Survey item seven asked how many students are considered potentially disadvantaged gifted in grades and survey item eleven asked what percentage of students in your district is identified as intellectually gifted and as an English learner.

H₀₂: There will be no significant difference between the percent of potentially disadvantaged student populations participating in an intellectually gifted education program and the percent of English learners participating in an intellectually gifted education program in Mississippi's Title III school districts.

Table 9. Paired-Samples Statistics for RQ 1

	Mean	N	Std. Deviation	Std. Error Mean
Percent PD IG-EL	.5136	23	.73548	.15336
Percent IG-EL	.0834	23	.10296	.02147

Table 10. Paired-Samples T-test for Means for RQ 1

	Paired Differences		
	t	df	Sig. (2-tailed)
Percent PD IG-EL	2.936	22	.008
Percent IG-EL			

The Paired-Samples T-test for means revealed that the participating districts' percent of potentially disadvantaged English learners ($M_1 = .5136$) is significantly different from participating districts' percent of English learners participating in an intellectually gifted education program ($M_2 = .0834$) with $T_{(22)} = 2.936$ with $p < .05$, ($p = .008$).

Research Question 2

Is there a significant difference in the screening and identification methods used to identify English learners for intellectually gifted education in Mississippi's Title III school districts? Statistical analysis of H_{03} reveals no statistically significant difference between the subjective and objective screening and identification methods and the percent of English learners that are intellectually gifted in Mississippi's Title III school districts.

H_{03} : There will be no significant difference in the screening and identification methods used to identify English learners for intellectually gifted education in Mississippi's Title III school districts.

Survey items forty through forty-two were used to analyze Hypothesis 3. Survey item forty asked the question: What are the criteria for screening and identifying English learners for participation in the intellectually gifted education program? Survey item forty-one asked the question: Which published instruments are used to screen and identify intellectually gifted students in your school district? Survey item forty-two asked participants the following: Please check any other procedures or data sources used to identify intellectually gifted education students. The researcher examined the number of subjective screening instruments (Category 1) correlated with the number of objective identification instruments (Category 2) and the percent of English learners identified as gifted (Category 3).

Table 11. Descriptive Statistics for RQ 2

	Mean	Std. Deviation	N
Category 1 – Subjective Instruments (or Methods)	1.0870	.28810	23
Category 2 – Objective Instruments (or Methods)	3.0000	.67420	23
Category 3 – Percent IG-EL	.0834	.10296	23

Table 12. Pearson-r Correlations for RQ 2

		Subjective Instruments	Objective Instruments	Percent IG-EL
Subjective Instruments	Pearson Correlation	1	.000	-.255
	Sig. (2-tailed)		1.000	.239
	Sum of Squares and Cross-products	1.826	.000	-.167
	Covariance	.083	.000	-.008
	N	23	23	23
Objective Instruments	Pearson Correlation	.000	1	-.050
	Sig. (2-tailed)	1.000		.823
	Sum of Squares and Cross-products	.000	10.000	-.076
	Covariance	.000	.455	-.003
	N	23	23	23
Percent IG-EL	Pearson Correlation	-.255	-.050	1
	Sig. (2-tailed)	.239	.823	
	Sum of Squares and Cross-products	-.167	-.076	.233
	Covariance	-.008	-.003	.011
	N	23	23	23

$r_{xy} = 0$ with $p = 1.00$ between Category 1 and Category 2 (found to be not correlated)

$r_{xy} = -.255$ with $p = .239$ between Category 1 and Category 3 (found to have a weak inverse relationship); and

$r_{xy} = -.050$ with $p = .823$ between Category 2 and Category 3 (found negligible inverse relationship).

The researcher found that none of the correlations were significant at the $p = .05$ level.

Therefore, we fail to reject the null hypothesis.

Research Question 3

Is there a significant correlation between school districts' self-report score and the number of English learners that are identified as intellectually gifted in Mississippi's Title III school districts?

H₀₄: There will be no significant correlation between school districts' self-report scale score and the number of English learners that are identified as intellectually gifted in Mississippi's Title III school districts.

Statistical analysis of H₀₄ reveals no statistically significant correlation between school districts' self-report score and the number of English learners that are intellectually gifted in Mississippi's Title III school districts. Therefore, we fail to reject the null hypothesis for the correlation between the self-report scale score and the number of IG-EL found in this study. Survey items eight and forty through forty-two were used to examine this research question.

Table 13. Descriptive Statistics for RQ 3

	Mean	Std. Deviation	N
Self-report Scale Score	76.4348	2.59065	23
Percent of IG-EL	.0834	.10296	23

Table 14. Pearson-r Correlations for RQ 3

		Self-report Scale Score	Percent IG-EL
Self-report Score	Pearson Correlation	1	-.176
	Sig. (2-tailed)		.422
	Sum of Squares and Cross-products	147.652	-1.032
	Covariance	6.711	-.047
	N	23	23
Percent IG-EL	Pearson Correlation	-.176	1
	Sig. (2-tailed)	.422	
	Sum of Squares and Cross-products	-1.032	.233
	Covariance	-.047	.011
	N	23	23

On a scale, the researcher arbitrarily assigned points to participating school districts, identified by the researcher as Districts A-W:

Column 1: 1 point for completing all survey item numbers (1-65); Column 2: 1 point for each criteria or method listed by participating districts in item forty; and 1 point was given for each subjective instrument used by participating districts in Column 3 (subjective screening instruments) and Column 4 (objective screening instruments) were given 2 points per instrument indicated; and 1 point for other data sources and procedures.

The researcher found that $r_{xy} = -.176$, $p > .05$ [$p = .422$]. The districts' self-report score on the district self-report scale is inversely and weakly related to the percent of English learners identified as intellectually gifted found in this study.

Research Question 4

Is there is a significant relationship between the districts' self-report scale score and selected factors related to the screening and identification processes used in Mississippi's Title III school districts?

H₀₅: There will be no significant relationship between the districts' self-report scale score and selected factors related to the screening and identification processes used in Mississippi's Title III school districts.

To examine Hypothesis 5, survey items eight and forty through forty-two were used. Survey item eight asked the question: How many of these potentially disadvantaged gifted students are English learners? It is important to note that survey item eight is a continuation of survey item seven. Survey item forty asked the question: What are the criteria for screening and identifying English learners for participation in the intellectually gifted education program? Survey item

forty-one asked the question: Which published instruments are used to screen and identify intellectually gifted students in your school district? Survey item forty-two asked the following question: Please check any other procedures or data sources used to identify intellectually gifted education students.

Table 15. Descriptive Statistics for RQ 4

	Mean	Std. Deviation	N
Self-report score	76.4348	2.59065	23
EL enrollment number	224.0000	170.07993	23
IG-EL	3.2609	3.75642	23
PD-EL	21.0870	21.75256	23
Percent IG-EL	.0834	.10296	23
Percent PD-EL	.5139	.73529	23

As illustrated in Table 16 on the next page, using the Pearson correlation analysis, the researcher found there was a significant relationship between the self-report scale score and the factors related to the screening and identification processes used by the twenty-three participating Title III school districts. The first Pearson-r correlation (enrollment number plus PD-EL number) was $r = .430$; this was significant at the $p < .05$ level. The second correlation of variables 2 and 3 was significant at the $p < .01$ level (percent IG-EL and the IG-EL total; $r = .591$, significant at both the .05 and .01 levels of significance). The third correlation involved percent of English learners plus the PD-EL identified as gifted and the PD-EL total enrollment. The Pearson-r for this correlation was $r = .835$ and was significant at the .05 and .01 levels of significance. All values were corrected by SPSS for Type I errors.

Table 16. Pearson-r Correlations for RQ 4

		Self-report Score	EL Enrollment	IG-EL Total	PD-EL Total
Self-report Score	Pearson Correlation	1.000	.089	-.176	.237
	Sig. (2-tailed)		.687	.423	.276
	N	23	23	23	23
EL Enrollment	Pearson Correlation	.089	1.000	.149	.430*
	Sig. (2-tailed)	.687		.497	.041
	N	23	23	23	23
IG-EL Total	Pearson Correlation	-.176	.149	1.000	.316
	Sig. (2-tailed)	.423	.497		.142
	N	23	23	23	23
PD-EL Total	Pearson Correlation	.237	.430	.316	1.000
	Sig. (2-tailed)	.276	.041	.142	
	N	23	23	23	23
Percent IG-EL	Pearson Correlation	-.176	-.146	.591**	1.66
	Sig. (2-tailed)	.422	.506	.003	.448
	N	23	23	23	23
Percent PD-EL Identified as Gifted	Pearson Correlation	.120	.024	.171	.835**
	Sig. (2-tailed)	.586	.912	.436	.000
	N	23	23	23	23

Summary and Analysis of Findings

In summary, based on survey responses received from participating Title III school districts, participating districts' percent of English learners in comparison to the participating districts' percent of English learners identified as gifted was significantly different. Participating districts' screening and identification requirement standards for intellectually gifted education were different but not significantly different; yet, only a fraction of English learners are identified as intellectually gifted. Participating districts' percent of potentially disadvantaged English learners is significantly different from participating districts' percent of English learners;

however, most English learners, based on sociocultural and socioeconomic factors, as well as their levels of English language proficiency, would be considered potentially disadvantaged. Participating districts' survey responses revealed that there was no statistically significant difference between the subjective and objective screening and identification methods used by districts and the percent of English learners identified as intellectually gifted. Participating districts' survey responses revealed a significant relationship between the districts' self-report scale score and the factors related to the screening and identification processes used.

CHAPTER 5

DISCUSSION

Considering the review of the literature and relevant data, this chapter provides a conclusion of this study, a discussion of the findings associated with this study, limitations that were discovered while conducting research, and recommendations for further research in the area of identifying English learners for participation in Mississippi's intellectually gifted education program. Due to the number of participating Title III school districts and the numerous factors and variables that may impact the identification of English learners for participation in Mississippi's intellectually gifted education program, the researcher recognized the complexity of this study and the significance of the researcher's role in planning and conducting research and data collection to draw sound conclusions that contribute to education research, particularly in the fields of gifted education and language study.

Difficulties noted by the researcher while conducting this study were Mississippi's existing procedures for identifying intellectually gifted students and the autonomy given to school districts. Most students, including English learners, are screened for participation in an intellectually gifted education program during first grade – which is for most English learners and non-English learners during their second year of academic enrollment. Although Mississippi uses and supports a multi-step identification process, school districts determine the instruments, or methods, that will be used during the identification process and whether the minimal acceptable criteria established in state regulations will be used or if higher state-accepted criteria will be established by districts for use.

The purpose of this research study was to determine if particular gifted education programming, or programming criteria, impacts this student population's identification for participation in Mississippi's intellectually gifted education program. This study consisted of a total of thirty-four Title III school districts receiving the researcher's comprehensive survey; however, only twenty-three out of thirty-four Title III school districts responded. The surveys were mailed to the superintendents of each Title III school district. The superintendents were directed to either complete the survey themselves or assign a designee such as the director of state and federal programs, the contact person for gifted education, or the contact person for English language development. The sixty-five-item survey was designed to "capture" or "paint" a holistic picture of Mississippi's Title III school districts and how they screen and identify English learners for participation in an intellectually gifted education program. After reviewing the researcher's theory matrix, found in Appendix B, and analyzing data, the researcher developed recommendations for changing, or improving, the screening and identification processes and procedures used to identify students for participation in an intellectually gifted education program, particularly English learners.

Conclusions

All participating Title III school districts completed the sixty-five-item survey, noting that they are following the processes and procedures required by the Mississippi Department of Education. These processes and procedures, as outlined in the state's regulations for gifted education, are essential to ensuring the efficacy of program implementation and development. The two state-level programming criteria addressed in this study were related to student identification and assessment, as well as socio-emotional guidance and counseling. The National Association for Gifted Children (NAGC) refers to programming criteria as programming

standards. Updated in November 2010, NAGC's programming standards "define the comprehensiveness necessary in designing and developing options for gifted learners at the [school district] level" (p. 4). While the Mississippi Department of Education's programming criteria has not been updated since NAGC's revisions in 2010, the state's programming criteria is based on sound theory and research as recommended by practitioners in the field of education.

According to Matthews and Shaunessy (2010) programming standards should focus on (a) student outcomes, as well as emphasize (b) student diversity, (c) stronger relationships between gifted education, general education, and special education, and (d) research- and evidence-based practices (p. 159). The findings in this study reveal that while participating Title III school districts use multi-step processes and procedures to identify students for participation in an intellectually gifted education program, there are areas of improvement that need to be addressed. With only a fraction of English learners identified to participate in intellectually gifted in comparison to the high numbers of English learners enrolled in Title III school districts, one is left to wonder what changes need to be made to ensure that intellectually gifted education programs reflect student enrollment and diversity.

Recommendations Based on Findings

While a number of factors may impact the inequitable identification of English learners for participation in an intellectually gifted education program, the researcher suggests the following recommendations based on findings from Chapter 4. As noted by the NAGC (2010), one of the key factors for identifying and developing students "gifts" and exceptional abilities is students' learning environment. Through professional development and professional learning communities, teachers are able to establish equitable and productive learning environments for all students:

Effective educators of students with gifts and talents create safe learning environments that foster emotional well-being, positive social interaction, leadership for social change, and cultural understanding for success in a diverse society. Knowledge of the impact of giftedness and diversity on social-emotional development enables educators of students with gifts and talents to design environments that encourage independence, motivation, and self-efficacy of individuals from all backgrounds (p. 11)

While many researchers and scholars suggest that for English learners to progress from limited understanding of the English language to the ability to successfully participate in academic settings usually takes from four to ten years, there is a gap in the awareness and understanding between the educators serving this student population (e.g., English language development teachers and gifted education teachers).

The researcher notes that the newly developed “exit criteria” and flowchart for the identification and placement of English learners developed by the Mississippi Department of Education are commendable. Based on survey findings from participating districts, additional technical assistance and professional development are needed to “bridge” the knowledge base of English language development (ELD) teachers and gifted education teachers to enable them to network and form professional learning communities to ensure that equitable services are provided to this student population. Districts should attempt to identify English learners for intellectually gifted education upon their enrollment in school, if such a program is available at their particular grade level. Using this practice will eliminate consideration of the student’s English language proficiency level by the evaluation team.

While the underrepresentation of English learners in gifted education has been studied, based on the review of literature by the researcher, research has focused primarily on the identification of academically gifted English learners and two variables as contributing factors to students' underrepresentation in gifted education programs: students' minority status and students' socioeconomic status (SES); therefore, the researcher encountered difficulty uncovering scholarly research that specifically examined methods used to identify intellectually gifted English learners. In addition, the researcher recognized that the factors and variables contributing to the underrepresentation of English learners in Mississippi's intellectually gifted education program varied tremendously – from ethnicity, socioeconomic status, gender, prior schooling, students varying English language proficiency levels to the multiple methods and practices used among school districts to determine eligibility to participate in an intellectually gifted education program in Mississippi. The researcher recommends that the Mississippi Department of Education integrate student data from multiple source systems and create a data warehouse or clearinghouse for use by practitioners and researchers of the field of gifted education and language study.

The researcher suggests that the identification of gifted students should be determined through multiple criteria which include, but are not limited to, the following: the history of the student's school attendance and available student records; group and / or individual aptitude results that include the summary and evaluation results of a credentialed school psychometrist and / or psychologist; academic achievement results; English language proficiency results; and observed behavioral characteristics of giftedness by a teacher, parent, and / or others. A wide-range of data should be considered and collected and should be broad in scope to reveal students' gifts across all cultural, economic, and linguistic groups. According to the NAGC (2010), multi-

step processes provide valuable information regarding the screening and identification processes for identifying students:

Knowledge about all forms of assessment is essential for educators of students with gifts and talents. It is integral to identification, assessing each student's learning progress, and evaluation of programming. Educators need to establish a challenging environment and collect multiple types of assessment information so that all students are able to demonstrate their gifts and talents (p. 9).

NAGC concludes that "[e]ducators' understanding of non-biased, technically adequate, and equitable approaches enables them to identify students who represent diverse backgrounds."

If it is determined that the English learner is eligible to participate in an intellectually gifted education program, the evaluation committee should develop a plan for simultaneously providing intellectually gifted services and English language development services. This plan should include, but not be limited to, the following: type of English language development services provided (e.g., pull-out services); stage of English language development or whether the student's English language development will be monitored; annual measurable achievement and language goals and objectives; the anticipated date or school year the student may exit from receiving English language development services – not intellectually gifted education services; the student's expected date of graduation; comprehensive list of instructional methods student accommodations used by regular education teachers, English language development teachers, and gifted education teachers. The evaluation team and developers of this plan should include district- and school-level administrators, district- and school-level coordinators for gifted and English language services, regular education teacher(s); English language development teacher(s), and gifted education teacher(s).

Recommendations for Further Study

Challenges lie in determining the intelligence assessment measures and methods to be used and the established timeline by the U.S. Department of Education to identify students as English learners and subsequently to notify parent(s) of the student's English language proficiency level which is within the first thirty days of enrollment. This timeline to determine English language proficiency may prevent the evaluation team from making an informed decision about English learners' eligibility for participation in an intellectually gifted education program. Correlational research may yield insights into the relationship between time of testing for gifted education and time of testing for language proficiency.

When evaluating any child for intellectually gifted education, the "whole child" should be considered. Evaluation team members should consider general student data derived from a potentially gifted student profile for English learners (PGSP – EL) such as the English learner's history of school attendance; academic achievement; observed behavioral characteristics; aptitude test results; a gifted student rating scale (GSRS) reflective of interest scores in reading, mathematics, and science that are based on behavioral characteristics of giftedness; and other considerations and factors such as sociocultural concerns; socioeconomic status; English language proficiency in the language domains of listening, speaking, reading, and writing, as well as the overall composite score; special education services; health; parent information and the home environment; other research-based rating scales; portfolios; and other recognizable factors. No single factor is more important than the other; and none of them should stand alone, or be considered in isolation. For future studies, the researcher intends to use the PGSP – EL, the GSRS, and two of the most commonly recommended screening and identification

instruments, the *NNAT2* and the *WNV*, respectively, to help build a database to support the use of this combination of measures for screening and identifying English learners.

Based on the researcher's comparison of instruments recommended for use by the states of California and Virginia, the (*Naglieri Nonverbal Ability Test*®, second edition, (*NNAT2*) is a recommended screening instrument to assess English learners' abilities to reason logically, to perceive relationships accurately, to think logically, to abstract from a set of particulars, and to apply a generalization to new and different contexts – all of which are related to students' abilities to succeed in school. The *NNAT2* is a group-administered, nonverbal, and as research suggests, a culturally neutral measure of general ability. *NNAT2*'s use of progressive matrices allow for a culturally neutral evaluation of students' nonverbal reasoning and general problem-solving ability, regardless of the individual student's primary language, education, culture or socioeconomic background – intellectual variables that normally impede the identification of historically underserved student populations such as English learners.

The *Wechsler Nonverbal Scale of Ability* (*WNV*), a nonverbal measure of ability, is a recommended identification instrument to assess English learners' eligibility to participate in an intellectually gifted education program. According to Pearson Education (2008), the publisher of both assessment instruments, the *WNV* is designed for culturally and linguistically diverse student populations. “The *WNV* is ideal for psychologists who need a nonverbal measure of ability for individuals...[w]hen language poses a barrier to typical administration, or where traditional intellectual assessment results would be questionable due to language-related difficulties...” (Brochure, p. 2).

Figures 4 and 5 on the pages that follow illustrate the potentially gifted student profile for English learners (PGSP - EL) and gifted student rating scale for English learners (GSRS - EL)

developed by the researcher using the Mississippi Department of Education's *Language Service Plan for Students with Limited English Proficiency* (2010), the *Scales for Rating the Behavioral Characteristics of Superior Students* authored by Renzulli, Reis, Gavin, Siegle, and Sytsma (2003) and the *Characteristics of Giftedness Scale* (1993) authored by Silverman. The researcher carefully considered the following criteria for the development of these two documents: (a) representative of the majority of students and inclusive of diverse student populations such as English learners; (b) applicable to different age spans; (c) applicable to students from socio-cultural and socioeconomic backgrounds; (d) non-biased based on gender; (e) applicable and observable in varying school and home environments; and (f) easily interpreted by educators and parents for completion. In addition, the researcher notes that potential use of these two documents by districts or education-related entities should be confidential once completed and bound by the Family Educational Rights and Privacy Act (FERPA).

Based on the researcher's findings, Pearson Education (2008, 2009) suggests that the above mentioned assessment instruments are reliable, for they yield results that are accurate and "stable" – administered and scored in a consistent way for all students participating in these assessments. Test specifications for each assessment instrument are based on the review of appropriate materials and resources. Materials and resources include, but are not limited to, proven research-based assessments developed from sound theory, evidence-based practice, and research findings. When included in an instrument such as the district self-report scale developed in this study, a database can be built to then be analyzed to determine how well various screening and identification measures, and selected factors that are socio-cultural, contribute to identifying talented students who are English learners.

Figure 4. Potentially Gifted Student Profile for English Learners (PGSP – EL)

Name of School District and School _____ Referred by (Name) _____

Teacher/Counselor/Administrator _____ Parent _____ Self _____ Other _____ Date of Referral ____/____/____

General Information

Student Name	Last		First		Middle	
Physical Address						
Gender	M		F		Date of Birth	/ /
Race / Ethnicity						
First Language	Language(s) Spoken in Home					
Date of Entry into the United States	Immigrant Status (<i>if less than three years</i>)					
Parent Name	Last		First		Middle	
Phone Number(s)	Home	() -	Work	() -	Ext.	Cell () -
Additional Contact Person			Relationship to Student			Phone () -
The school district and school personnel will communicate with the parents and guardians of students to the extent practicable. Efforts will be made to communicate in the parents' or guardians' first language through written and oral communication, when deemed necessary.						
Student Age upon First Enrollment in School			Number of Years Enrolled			
Grade Completed		Interrupted Education?		Limited Schooling?		No Formal Schooling?
Has the student ever been retained?		If so, for what reason?				
Has the student been referred for Special Education?			Does the student have an IEP?			
Has the student been identified as limited English proficient?			If so, date of identification? / /			
Does the student receive English language development services?			If so, for how long?			
Does the student have characteristics of giftedness or talent(s)?			If so, date of observation? / /			

History of School Attendance

School(s) Attended	City / State / Country	School Year	Grade	Age	Language of Instruction

Results of Academic Achievement – First Language (L1)

Subject	Below Level	On or Above Level	Method Used to Determine Level of Performance	Information Not Available
Mathematics				
Reading				
Writing				
Science				
Social Sciences				

Results of English Language Proficiency Assessment in Language Domains (for last three years, if applicable)

Domain	Date	Score	Level	Date	Score	Level	Date	Score	Level
Listening									
Speaking									
Reading									
Writing									
Composite Score									

Results of Academic Achievement – Second Language (L2)

Subject	Below Level	On or Above Level	Method Used to Determine Level of Performance	Information Not Available
Mathematics				
Reading				
Writing				
Science				
Social Sciences				

Observed Behavioral Characteristics of Giftedness

	Has average to above average skills to problem solve and / or ability to reason
	Has an extensive vocabulary in his / her first language and / or second language
	Has an excellent or above-average memory
	Has a long attention span
	Becomes sensitive when addressing or recognizing personal issues or concerns
	Has a strong compassion for others
	Has a high-level of need or desire to be perfect
	Has an intense ability to concentrate or is determined or passionate to meet goals or assign tasks beyond expectation(s)
	Has an unusual curiosity
	Has compassion for and a need to understand others
	Demonstrates moral sensitivity
	Concerned with justice and fairness
	Demonstrates a high level of maturity in judgment and actions during situations
	Demonstrates persistency and perseverance when interested
	Has a high degree of energy
	Prefers older siblings or students as friends
	Has a wide range of interests
	Has a great or unexpected sense of humor
	Has early or keen reading ability
	Has keen observation skills
	Has a vivid imagination
	Has a high degree of creativity and / or leadership ability
	Tends to question authority with or without humility
	Shows average to above average ability with numbers or number sense
	Has a recognizable ability when participating in critical thinking or higher-order thinking such as jigsaw puzzles, chess, word games (e.g., Scrabble®), or multi-dimensional mechanical puzzles (e.g., Rubik's Cube®)

Evaluation Team Preliminary Decision: ☐ Begin referral to placement process ☐ Continue to observe behavior(s)

Results of Gifted Student Rating Scale for English Learners (GSRS – EL)

Gifted Behavioral Characteristics	Gifted Behavioral Characteristics	
	<p>Teacher Rating Scale</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Science </div> <div style="width: 35%; text-align: right;"> <p>Score</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> </div>	<p>Please note that the <i>Scales for Rating the Behavioral Characteristics of Superior Students</i>, authored by Renzulli, Reis, Gavin, Siegle, and Sytsma (2003), identifies ten behavioral characteristics applicable to the core academic areas of reading, mathematics, and science and other observable abilities⁸.</p>
Other Considerations and Factors	Other Considerations and Factors	
	<input type="checkbox"/> Sociocultural factors <input type="checkbox"/> Socioeconomic status <input type="checkbox"/> Limited English proficiency <input type="checkbox"/> Monitored limited English proficiency <input type="checkbox"/> Special Education / IEP	<input type="checkbox"/> Health <input type="checkbox"/> Parent information / Home environment <input type="checkbox"/> Other research-based rating scale(s) <input type="checkbox"/> Portfolio of student work <input type="checkbox"/> Other _____
Identification Categories	Identification Categories	
	<input type="checkbox"/> Intellectual <input type="checkbox"/> High Achievement <input type="checkbox"/> Specific Academic Area _____ <input type="checkbox"/> Learning <input type="checkbox"/> Creativity <input type="checkbox"/> Motivation <input type="checkbox"/> Leadership	<input type="checkbox"/> Artistic <input type="checkbox"/> Musical <input type="checkbox"/> Dramatic <input type="checkbox"/> Communication (precision) <input type="checkbox"/> Communication (expressiveness) <input type="checkbox"/> Planning <input type="checkbox"/> Other _____

Based on the potentially gifted student profile for English learners, the researcher suggests that the identification of gifted students should be determined through multiple criteria which include, but are not limited to, the following: the history of the student's school attendance and available student records; group and / or individual aptitude results that include the summary and evaluation results of a credentialed school psychometrist and / or psychologist; academic achievement results; English language proficiency results; and observed behavioral characteristics of giftedness by a teacher, parent, and / or others. A wide-range of data should be considered and collected and should be broad in scope to reveal students' gifts across all cultural, economic, and linguistic groups.

Results of Aptitude Test(s)

Intellectual Ability	Aptitude Test(s)	
	<p>Name of Aptitude Test _____ Date: _____</p> <p>Composite: _____</p> <p>Verbal/Linguistic: _____</p> <p>Nonverbal: _____</p> <p>Quantitative: _____</p>	<p>Name of Aptitude Test _____ Date: _____</p> <p>Composite: _____</p> <p>Verbal/Linguistic: _____</p> <p>Nonverbal: _____</p> <p>Quantitative: _____</p>

A summary and evaluation results of a credentialed school psychometrist and / or psychologist should be attached.

⁸ The ten gifted behavioral characteristics identified by Renzulli, Reis, Gavin, Siegle, and Sytsma (2003) are learning; creativity; motivation; leadership; artistic; musical; dramatic; communication (precision); communication (expressiveness); and planning.

If it is determined that the English learner is eligible to participate in an intellectually gifted education program, the evaluation committee should develop a plan for simultaneously providing intellectually gifted services and English language development services. This plan should include, but not be limited to, the following: type of English language development services provided (e.g., pull-out services); stage of English language development or whether the student's English language development will be monitored; annual measurable achievement and language goals and objectives; the anticipated date or school year the student may exit from receiving English language development services – not intellectually gifted education services; the student's expected date of graduation; comprehensive list of instructional methods student accommodations used by regular education teachers, English language development teachers, and gifted education teachers. The evaluation team and developers of this plan should include district- and school-level administrators, district- and school-level coordinators for gifted and English language services, regular education teacher(s); English language development teacher(s), and gifted education teacher(s).

Figure 5. Gifted Student Rating Scales for English Learners (GSRS – EL)

Scales for Rating the Behavioral Characteristics of Superior Students

Reading Characteristics

© 2003 by Sally M. Reis

Student's Name (or Assigned Code No.) _____ Scorer / Rater's Name _____

The student . . .

	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. eagerly engages in reading related activities.						
2. applies previously learned literary concepts to new reading experiences.						
3. focuses on reading for an extended period of time.						
4. pursues advanced reading material.						
5. demonstrates tenacity when posed with challenging reading.						
6. shows interest in reading other types of interest-based reading materials.						
Add Column Total						
Multiply by Weight	1	2	3	4	5	6
Add Weighted Column Totals		+		+		+
Total Equals Scale Score						

Scales for Rating the Behavioral Characteristics of Superior Students

Mathematics Characteristics

© 2003 by M. Katherine Gavin

Student's Name (or Assigned Code No.) _____ Scorer / Rater's Name _____

The student . . .

	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. is eager to solve challenging math problems.						
2. organizes data and information to discover mathematical patterns.						
3. enjoys challenging math puzzles, games, and logic problems.						
4. understands new math concepts and processes more easily than other students.						
5. has creative (unusual and divergent) ways of solving math problems.						
6. displays a strong number sense (e.g., makes sense of large and small numbers, estimates easily and appropriately).						
7. frequently solves math problems abstractly, without the need for manipulatives or concrete materials.						
8. has an interest in analyzing the mathematical structure of a problem.						
9. when solving a math problem, can switch strategies easily, if appropriate or necessary.						
10. regularly uses a variety of representations to explain math concepts (written explanations, pictorial, graphic, equations, etc.).						
Add Column Total						
Multiply by Weight	1	2	3	4	5	6
Add Weighted Column Totals						
Total Equals Scale Score						

Scales for Rating the Behavioral Characteristics of Superior Students

Science Characteristics

© 2003 by Rachel E. Sytsma

Student's Name (or Assigned Code No.) _____ Scorer / Rater's Name _____

The student . . .

	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. demonstrates curiosity about scientific processes.						
2. demonstrates creative thinking about scientific debates or issues.						
3. is curious about why things are as they are.						
4. reads about science-related topics in his / her free time.						
5. expresses interest in science project or research.						
6. displays a strong number sense (e.g., makes sense of large and small numbers, estimates easily and appropriately).						
7. clearly articulates data interpretation.						
Add Column Total						
Multiply by Weight	1	2	3	4	5	6
Add Weighted Column Totals		+		+		+
Total Equals Scale Score						

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APPENDICES

APPENDIX A

APPENDIX A

APPROVAL LETTER FROM THE INSTITUTIONAL REVIEW BOARD



THE UNIVERSITY OF
MISSISSIPPI

Office of Research and Sponsored Programs

The University of Mississippi
100 Barr Hall
Post Office Box 907
University, MS 38677
(662) 915-7482
Fax: (662) 915-7577

March 7, 2012

Ms. Vicki Patterson-Davidson
124 West Pinebrook Drive
Brandon, MS 39047

Dr. Thea Williams-Black
School of Education
University, MS 38677

Dear Ms. Patterson-Davidson and Dr. Williams-Black:

This is to inform you that your application to conduct research with human participants, ***The underrepresentation of English Learners in Mississippi's Intellectually Gifted Education Program: A Framework for Change (Protocol 12-239)***, has been approved as Exempt under 45 CFR 46.101(b)(2&4).

Please remember that all of The University of Mississippi's human participant research activities, regardless of whether the research is subject to federal regulations, must be guided by the ethical principles in *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research*.

It is especially important for you to keep these points in mind:

- You must protect the rights and welfare of human research participants.
- Any changes to your approved protocol must be reviewed and approved before initiating those changes.
- You must report promptly to the IRB any injuries or other unanticipated problems involving risks to participants or others.

If you have any questions, please feel free to call me at (662) 915-7482.

Sincerely,

Diane W. Lindley
Coordinator, Institutional Review Board

APPENDIX B

APPENDIX B

THEORY MATRIX

The Underrepresentation of English learners in Mississippi's

Intellectually Gifted Education Program: A Framework for Change

Theory: English learners' participation in Mississippi's intellectually gifted education program is disproportionate to their English-speaking peers' participation in the same program.

Statement of the Problem: Reliance on intelligence quotient (IQ) tests alone has greatly diminished the potential number of English learners identified as "gifted."

Goal of the Research: To broaden the scope of methods and measures used to identify English learners for participation in the state's intellectually gifted education program so that educators provide this student population with an equitable education - one that meets their individual needs.

Guiding Questions:

1. Do school districts, particularly those that receive Title III funding, provide a *truly* equitable education to English learners?
2. What are the current procedures used by Title III school districts for screening and identifying English learners for intellectually gifted education?

Research Questions:

1. Is there is a significant difference between the percent of English learners and the percent of English learners identified for participation in an intellectually gifted education program in Mississippi's Title III school districts?
2. Is there a significant difference in the screening and identification methods used to identify English learners for intellectually gifted education in Mississippi's Title III school districts?
3. Is there a significant correlation between school districts' self-report score and the number of English learners that are identified as intellectually gifted in Mississippi's Title III school districts?
4. Is there is a significant relationship between the districts' self-report scale score and selected factors related to the screening and identification processes used in Mississippi's Title III school districts?

Hypotheses:

1. There will be no significant difference between the means for percent of English learners and the percent of English learners identified for participation in an intellectually gifted education program in Mississippi's Title III school districts.
2. There will be no significant difference between the percent of potentially disadvantaged student populations participating in an intellectually gifted education program and the percent of English learners participating in an intellectually gifted education program in Mississippi's Title III school districts.
3. There will be no significant difference in the screening and identification methods used to identify English learners for intellectually gifted education in Mississippi's Title III school districts.
4. There will be no significant correlation between school districts' self-report scale score and the number of English learners that are identified as intellectually gifted in Mississippi's Title III school districts.
5. There will be no significant relationship between the districts' self-report scale score and selected factors related to the screening and identification processes used in Mississippi's Title III school districts.

Short-Term Research Goal:

- To expand the concept of intellectual giftedness by developing a holistic, research-based instrument such as a gifted student profile (GSP) and rubric for use with English learners

Intermediate Research Goal:

- To develop a more comprehensive and authentic identification process for use with diverse student populations

Long-Term Research Goal(s):

- To overcome disparity by building capacity among educators
- To create a "clearinghouse" of proven best practices and what works

APPENDIX C

APPENDIX C

LETTER TO THE MISSISSIPPI DEPARTMENT OF EDUCATION

April 2, 2012

Dr. Tom Burnham, State Superintendent of Education
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205-0771

Dear Dr. Burnham:

This letter is written to request your permission to receive pre-existing data for the Title III school districts from the Mississippi Department of Education to complete my doctoral research. As a doctoral candidate in education at The University of Mississippi, I would be grateful for your support. The title of my dissertation is *The Underrepresentation of English Learners in Mississippi's Intellectually Gifted Education Program: A Proposed Framework for Change*.

As you are aware, school districts have been struggling with the challenges of educating English learners for decades, long before the enactment of the *No Child Left Behind Act* of 2001. Yet, considering the abundance of research on English learners, relatively few studies have examined specific methods or efforts of districts and schools to identify English learners for participation in gifted education programs of study, specifically intellectually gifted education programs of study.

Examining the results of English learners' language proficiency and intelligence measures, as measured by the state-adopted language proficiency assessment and the most commonly used screening and intelligence instruments used for the identification of English learners for participation in the state's intellectually gifted education program, the purpose of my research is to determine if proposed changes to the current processes and procedures will prove beneficial for use by Mississippi's Title III school districts to identify the "gifts" and abilities of this student population.

Research methods and procedures for data collection include the following: pre-existing data provided by the Mississippi Department of Education's Mississippi Assessment and Accountability Reporting System (MAARS), the Mississippi Student Information System (MSIS), and the collection of data from the state-level offices of Curriculum and Instruction, Federal Programs, and Student Assessment, if applicable; interviews; surveys; and the treatment study of some of the Title III school districts. Recruitment procedures include letters and emails to school district superintendents, federal program coordinators, gifted education contact persons, or a school district designee.

All data collected from the Mississippi Department of Education will be confidential and will be de-identified prior to the reporting of the results, ensuring anonymity of the Mississippi Department of Education and the participating Title III school districts. This research poses no

risks to the Mississippi Department of Education or the participating Title III school districts, and there are no potentially vulnerable subjects involved.

If you have questions or concerns, please contact me by email at VLPATTER@olemiss.edu or by phone at (601) 992-9010. You may also contact Dr. Larry Hanshaw, Professor of Education, by email at LHANSHAW@olemiss.edu or by phone at (662) 915-7587.

Should you support this research study, please complete the following survey and return it to me at the address given below no later than April 13, 2012, or if more convenient, I would be happy to come onsite to receive the survey and supporting documentation personally.

Vicki Davidson
P.O. Box 1207
Jackson, MS 39215

Upon completion of this research study, a copy of the findings will be mailed to you for your review. Thank you for your consideration, and I look forward to your response.

Sincerely,

Vicki Davidson, Doctoral Candidate
The University of Mississippi

cc: Dr. Larry Hanshaw

Enc: Researcher's Professional Biography
Researcher's Theory Matrix
Institutional Review Board Approval Letter
Data Collection Survey for Completion by the Mississippi Department of Education
Data Collection Survey for Completion by Participating Title III School Districts

APPENDIX D

APPENDIX D

SURVEY FOR THE MISSISSIPPI DEPARTMENT OF EDUCATION

Overview

School districts have been struggling with the challenges of educating English learners for decades, long before the enactment of the *No Child Left Behind Act* of 2001. Yet, considering the abundance of research on English learners, relatively few studies have examined specific methods or efforts of districts and schools to identify English learners for participation in gifted education programs of study, specifically intellectually gifted education programs of study.

Examining the results of English learners' language proficiency and intelligence measures, as measured by the state-adopted language proficiency assessment and the most commonly used screening and intelligence instruments used for the identification of English learners for participation in the state's intellectually gifted education program, the purpose of my research is to determine if proposed changes to the current processes and procedures will prove beneficial for use by Mississippi's Title III school districts to identify the "gifts" and abilities of this student population.

Important Notice

All data to be collected is for the Title III school districts awarded funding for limited English proficient (LEP) students over three academic school years: 2009-2010, 2010-2011, and 2011-2012. (*Note: The doctoral candidate is aware that WIDA results will not be available for school year 2011-2012 at this time.*)

General Instructions

- For all survey items, students must be counted at their attendance school. See definition for *attendance school* in the Definitions section.
- Please report race and ethnicity using the 7-category method, as set forth in the requirements of the United States Department of Education's guidance on maintaining, collecting, and reporting racial and ethnic data to the Department. See definitions for *race and ethnicity* in the Definitions section.
- Counts by race/ethnicity by sex are unduplicated counts, i.e. a student is counted only once in the race/ethnicity columns. Counts in the columns for intellectually gifted (IG) students and limited English proficient (LEP) students are unduplicated within some columns but are duplicate counts within other columns. For example, a student who is intellectually gifted (IG) and is a limited English proficient (LEP) student, this student will be counted more than once. See definitions for the terms *duplicated counts* and *unduplicated counts* in the Definitions section.
- Every student should be included in one and only one race/ethnicity category.
- It is important to review the definitions in Definitions section for additional information.

Definitions

For the purposes of this survey, please review the definitions provided below.

Attendance School: The school that the student actually attends for more than half of his or her academic school year.

Duplicated Counts: Counts by race / ethnicity by gender are unduplicated counts. For example, a student is counted only once in the race / ethnicity columns. Where tables also contain columns for intellectually gifted (IG) students and limited English proficient (LEP) students, those counts may be duplicated counts.

English Learner (EL): The language in the *No Child Left Behind Act of 2001* identifies language minority students as limited English proficient students or LEP students. However, the Mississippi Department of Education follows the suggestion of the National Research Council with the identification of these students as English learners since this term highlights the positive aspect of the English language acquisition process. This term may be used interchangeably with English Language Learner (ELL) or **limited English proficient (LEP)** students.

According to Title III of the *No Child Left Behind Act of 2001*, an English learner is an individual:

(A) who –

- is aged 3 through 21;
- was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or
- is a Native American or Alaska Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; or
- is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and

(B) who –

- has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Gender: In this survey that requires counts to be disaggregated by gender, the letter M is used for male and the letter F is used for female.

Intellectually Gifted Children: According to the Mississippi Department of Education, intellectually gifted children shall mean those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process.

Language Proficiency: Refers to the degree to which the student exhibits control over the use of language, including the measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary, and semantics and including the areas of pragmatics or language use within various domains or social circumstances. Proficiency in a language is judged independently and does not imply a lack of proficiency in another language.

Potentially Disadvantaged Gifted Student: According to the Mississippi Department of Education, a potentially disadvantaged gifted student is a student who meets (or satisfies) five or more of the following criteria:

- limited English proficiency or English is not the student's primary language
- non-standard English interferes with learning activities
- frequent moves from one school to another or one district to another
- few academic enrichment opportunities available in the home or local neighborhood
- home or after school responsibilities may interfere with learning activities
- cultural values may be in conflict with the dominant culture
- lack of access to cultural activities within the dominant culture
- poor reading skills
- experiences frequent absenteeism
- experiences difficulty staying on task
- official diagnosis of Attention deficit disorder (ADD) / Attention deficit hyperactivity disorder (ADHD)

Race and Ethnicity: There are seven (7) reporting categories in this survey for race and ethnicity: Asian; Black or African American; Hispanic / Latino; Native American; White; Pacific Islander or Native Hawaiian; or Other.

Title III: Title III of the *No Child Left Behind Act of 2001* ensures that English learners, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Title III effectively establishes national policy by acknowledging the needs of English learners and their families.

Unduplicated Counts: Counts by race / ethnicity by gender are unduplicated counts. For example, a student is counted only once in the race / ethnicity columns. Where tables also contain columns for intellectually gifted (IG) students and limited English proficient (LEP), those counts may be duplicated counts.

Title III School Districts *(as of the 2010-2011)*

The doctoral candidate requests that all school districts identified as Title III school districts from 2009-2010 through 2011-2012 school years be included in the responses to this survey, if applicable.

1. Biloxi School District	18. Leake County School District
2. Calhoun County School District	19. Leflore County School District
3. Canton School District	20. Madison County School District
4. Clinton School District	21. Marshall County School District
5. Corinth School District	22. New Albany School District
6. DeSoto County School District	23. Ocean Springs School District
7. Enterprise School District	24. Oxford School District
8. Forest Municipal School District	25. Pascagoula School District
9. Gulfport School District	26. Pearl Public School District
10. Harrison County School District	27. Petal Public School District
11. Hattiesburg Public School District	28. Pontotoc City School District
12. Houston School District	29. Pontotoc County School District
13. Jackson County School District	30. Rankin County School District
14. Jackson Public School District	31. South Tippah School District
15. Jones County School District	32. Starkville School District
16. Lamar County School District	33. Tate County School District
17. Laurel School District	34. Tupelo Public School District

1. Intellectually Gifted Education – Grades Served

- Check all grades served for intellectually gifted education. *(Note: The doctoral candidate's research is inclusive of the mandated grade levels for serving intellectually gifted students - which are second through sixth grades only.)*
- Pre-Kindergarten includes early childhood education and preschool programs and services, if applicable.
- For this item, Pre-Kindergarten and Kindergarten are considered to be “grades”, if applicable.

Table 1.1

<input type="checkbox"/>	PK	<input type="checkbox"/>	K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6
<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12				

Comment(s):

2. Student Enrollment

- Enter overall student enrollment for the following two student populations: intellectually gifted and limited English proficient.
- Enrollment includes students in second through sixth grades participating in an intellectually gifted education program and an English language development program (i.e., English as a Second Language (ESL) pull-out program).
- For all enrollment entries, use as of October 1 for each school year 2009-2010, 2010-2011, and 2011-2012.
- See General Instructions and Definitions sections for information on duplicated and unduplicated counts.

Data collected by these tables:

- Overall student enrollment for intellectually gifted (IG) students, limited English proficient (LEP) students, and students identified as both IG and LEP by race / ethnicity and gender.

Table 2.1 School Year 2009-2010

Category	Gender	Race / Ethnicity						
		Asian	Black or African American	Hispanic/Latino	Native American	White	Pacific Islander or Native Hawaiian	Other (two or more races)
	M							
	F							
Title III Enrollment								

Student Populations				
Intellectually Gifted (IG)	Limited English Proficient (LEP)	IG and LEP	LEP students' average WIDA ACCESS TIER for those enrolled in an IG Program	LEP students' average performance on WIDA ACCESS for those enrolled in an IG program

Table 2.2 School Year 2010-2011

Category	Gender	Race / Ethnicity						
		Asian	Black or African American	Hispanic/Latino	Native American	White	Pacific Islander or Native Hawaiian	Other (two or more races)
	M							
	F							
Title III Enrollment								

Student Populations				
Intellectually Gifted (IG)	Limited English Proficient (LEP)	IG and LEP	LEP students' average WIDA ACCESS TIER for those enrolled in an IG Program	LEP students' average performance on WIDA ACCESS for those enrolled in an IG program

Table 2.3 School Year 2011-2012

Category	Gender	Race / Ethnicity						
		Asian	Black or African American	Hispanic/Latino	Native American	White	Pacific Islander or Native Hawaiian	Other (two or more races)
	M							
	F							
Title III Enrollment								

Student Populations				
Intellectually Gifted (IG)	Limited English Proficient (LEP)	IG and LEP	LEP students' average WIDA ACCESS TIER for those enrolled in an IG Program	LEP students' average performance on WIDA ACCESS for those enrolled in an IG program

Comments:

Note: When answering Questions 3-14, please provide the doctoral candidate with the current school year's data or the most recent data available for Title III school districts.

3. What percentage of students identified as intellectually gifted are economically disadvantaged or participates in the free or reduced price lunch program in grades 2-6?

_____ Less than 1%	_____ 51 – 60%
_____ 1 – 10%	_____ 61 – 70%
_____ 11 – 20%	_____ 71 – 80%
_____ 21 – 30%	_____ 81 – 90%
_____ 31 – 40%	_____ More than 90%
_____ 41 – 50%	

4. What percentage of students identified as LEP are economically disadvantaged or participates in the free or reduced price lunch program in grades 2-6?

_____ Less than 1%	_____ 51 – 60%
_____ 1 – 10%	_____ 61 – 70%
_____ 11 – 20%	_____ 71 – 80%
_____ 21 – 30%	_____ 81 – 90%
_____ 31 – 40%	_____ More than 90%
_____ 41 – 50%	

5. What percentage of students identified as intellectually gifted and LEP are economically disadvantaged or participates in the free or reduced price lunch program in grades 2-6?

_____ Less than 1%	_____ 51 – 60%
_____ 1 – 10%	_____ 61 – 70%
_____ 11 – 20%	_____ 71 – 80%
_____ 21 – 30%	_____ 81 – 90%
_____ 31 – 40%	_____ More than 90%
_____ 41 – 50%	

6. _____ How many students are considered potentially disadvantaged gifted in grades 2-6?

7. _____ How many teachers serve identified intellectually gifted education students in grades 2-6?

8. _____ Among the teachers serving identified intellectually gifted education students in grades 2-6, how many have an add-on endorsement in gifted education?

9. _____ Among the teachers serving identified intellectually gifted education students in grades 2-6, how many have an advanced degree in gifted education?

10. _____ Among the teachers serving identified intellectually gifted education students in grades 2-6, how many have an interim endorsement or license in gifted education

11. _____ Among the teachers serving identified LEP students in grades 2-6, how many have an add-on endorsement in ESL?

12. _____ Among the teachers serving identified LEP students in grades 2-6, how many have an advanced degree in ESL?

13. _____ Among the teachers serving identified LEP students in grades 2-6, how many have an interim endorsement or license in ESL?
14. _____ Among the teachers serving identified intellectually gifted education students in grades 2-6, how many have both Gifted (K-12) and ESL (K-12) endorsements?

Additional Information

In addition, to develop comprehensive profiles of each Title III school district, the doctoral candidate requests the most recent copies of the following documents submitted to the Mississippi Department of Education from each of the Title III school districts:

1. Title III school districts' applications to receive sub-grant funding to provide English language services
2. Title III school districts' responses to the *Consolidated State Performance Report* (CSPR) Part I Data Collection Survey
 - a. Educational programs / services offered to LEP and Immigrant students
 - b. Program termination and Immigrant Counts
 - c. Languages spoken
3. Gifted Self-Evaluation Survey responses that are completed annually

*Reminder: All data collected from the Mississippi Department of Education will be **confidential** and will be **de-identified** prior to the reporting of results, ensuring anonymity of the Mississippi Department of Education and the participating Title III school districts. This research poses no risks to the Mississippi Department of Education or the participating Title III school districts, and there are no potentially vulnerable subjects involved. Upon completion of this research study, a copy of the findings will be mailed to the Mississippi Department of Education for review.*

Comments:

Thank you for your valuable time and participation in such an important survey.

APPENDIX E

APPENDIX E

LETTER TO PARTICIPATING TITLE III SCHOOL DISTRICTS

March 12, 2012

Dear Superintendent:

Your school district has been identified by the Mississippi Department of Education as a Title III school district that serves English learners. This letter is written to request your support in completing the enclosed survey which seeks to gather data from Mississippi's Title III school districts to determine the processes and procedures used to screen and identify the "gifts" and "talents" of diverse student populations, particularly the student population of English learners.

As a doctoral candidate in education at The University of Mississippi, I would be grateful for your support. The title of my dissertation is *The Underrepresentation of English Learners in Mississippi's Intellectually Gifted Education Program: A Proposed Framework for Change*.

Survey questions focus on your school district's demographics and gifted education programming, such as curriculum and instruction, program administration and management, program design, program evaluation, social and emotional guidance and counseling, professional development, and student identification and assessment standards.

Research methods and procedures for data collection will include the enclosed survey to be completed by a school district designee (i.e., the federal program coordinator or gifted education contact person) and interviews by phone or email if clarity is needed regarding the response(s) given. All data collected from your school district will be confidential and de-identified prior to the reporting of the results, ensuring anonymity of your school district's participation. This research poses no risks to your school district, and there are no potentially vulnerable subjects involved.

If you have questions or concerns, please contact me by email at VLPATTER@olemiss.edu or by phone at (601) 992-9010. You may also contact Dr. Larry Hanshaw, Professor of Education, by email at LHANSHAW@olemiss.edu or by phone at (662) 915-7587.

Should you support this research study, please complete the following survey and return it to me at the address given below no later than April 6, 2012, or if more convenient, I would be happy to come onsite to receive the survey and supporting documentation personally.

Vicki Davidson
P.O. Box 1207
Jackson, MS 39215

Upon completion of this research study, a copy of the findings will be mailed to you for your review. Thank you for your consideration, and I look forward to your response.

Sincerely,

Vicki P. Davidson, Doctoral Candidate
The University of Mississippi

cc: Dr. Larry Hanshaw

Enc: Data Collection Survey for Completion by Participating Title III School Districts

APPENDIX F

APPENDIX F

SURVEY FOR TITLE III SCHOOL DISTRICTS

Overview

Your school district has been identified by the Mississippi Department of Education as a Title III school district, according to the *No Child Left Behind Act* of 2001. This survey has been approved by The Institutional Review Board (IRB) of The University of Mississippi and the Mississippi Department of Education to assist in the completion of my doctoral research.

Survey questions focus on your school district's demographics and gifted education programming, such as curriculum and instruction, program administration and management, program design, program evaluation, social and emotional guidance and counseling, professional development, and student identification and assessment standards.

All data collected from your school district will be confidential and de-identified prior to the reporting of the results, ensuring anonymity of your school district's participation. This research poses no risks to your school district, and there are no potentially vulnerable subjects involved.

The survey should take approximately 45 minutes to 1 hour to complete; however, to complete the survey, you may need to obtain data from another office or department within your school district.

Once you have completed this survey, please return it in the enclosed postage-paid envelope no later than April 6, 2012.

If you would like to receive an electronic copy of this survey, or if you have questions or concerns, please contact me by email at VLPATTER@OLEMISS.EDU or at (601) 992-9010. You may also contact Dr. Larry Hanshaw, Professor of Education, by email at LHANSHAW@OLEMISS.EDU or at (662) 915-7587.

Thank you in advance for your support and participation in this research study.

Common Definitions

For the purposes of this survey, please review the definitions provided below.

English Learner (EL): The language in the *No Child Left Behind Act of 2001* identifies language minority students as limited English proficient students or LEPs. However, the Mississippi Department of Education follows the suggestion of the National Research Council with the identification of these students as English learners since this term highlights the positive aspect of the English language acquisition process. This term may be used interchangeably with English Language Learner (ELL) or limited English proficient (LEP) students.

According to Title III of the *No Child Left Behind Act of 2001*, an English learner is an individual:

(A) who –

- is aged 3 through 21;
- was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or
- is a Native American or Alaska Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; or
- is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and

(B) who –

- has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Intellectually Gifted Children: According to the Mississippi Department of Education, intellectually gifted children shall mean those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process.

Language Proficiency: Refers to the degree to which the student exhibits control over the use of language, including the measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary, and semantics and including the areas of pragmatics or language use within various domains or social circumstances. Proficiency in a language is judged independently and does not imply a lack of proficiency in another language.

Potentially Disadvantaged Gifted Student: According to the Mississippi Department of Education, a potentially disadvantaged gifted student is a student who meets (or satisfies) five or more of the following criteria:

- limited English proficiency or English is not the student's primary language
- non-standard English interferes with learning activities
- frequent moves from one school to another or one district to another

- few academic enrichment opportunities available in the home or local neighborhood
- home or after school responsibilities may interfere with learning activities
- cultural values may be in conflict with the dominant culture
- lack of access to cultural activities within the dominant culture
- poor reading skills
- experiences frequent absenteeism
- experiences difficulty staying on task
- official diagnosis of Attention deficit disorder (ADD) / Attention deficit hyperactivity disorder (ADHD)

Title III: Title III of the *No Child Left Behind Act of 2001* ensures that English learners, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Title III effectively establishes national policy by acknowledging the needs of English learners and their families.

Survey Directions and Questions

Directions: Please sign granting permission for use of this survey. Please complete this survey by placing a check mark (✓) where indicated and / or by writing a brief description or explanation, if applicable.

All data collected from your school district will be **confidential and de-identified** prior to the reporting of the results, ensuring anonymity of your school district's participation.

Permission is granted for the use of this survey to assist in the completion of the doctoral candidate's research study. The requested permission extends to any future revisions of the candidate's dissertation and to the reproduction of the candidate's dissertation.

Signature of Superintendent (or designee)

Date

1. **Name of School District:** _____
2. **Has your school district been required by the Mississippi Department of Education to discontinue gifted education program services within the past 5 years?**
____ Yes
____ No
____ Pending Final Review
3. **What learning opportunities do you provide for intellectually gifted education students in your school district? (Please check all that apply.)**
____ "Pull-out" program services, in which identified gifted students leave their general education classrooms for several hours a week to receive gifted education services taught by a properly endorsed teacher
____ "Push-in" or "clustering- or small-group" program services, in which identified intellectually gifted students are clustered or placed in small groups to receive in-class gifted education instruction by a properly endorsed teacher.
____ Extended or summer learning opportunities (e.g., before- or after-school enrichment, Camp Invention or Invent Now, Gifted Studies Program of the Frances A. Karnes Center for Gifted Studies, or other research-based activities developed by the school district)
____ Online learning opportunities (e.g., talent search programs such as Duke University's Talent and Identification Program)
____ Other (Please explain.) _____
4. **How many school sites in your district serve intellectually gifted students?** _____

5. What is the size of your school district's entire student population?
- _____ Less than 5,000
 _____ 5,001 – 10,000
 _____ 10,001 – 20,000
 _____ 20,001 – 30,000
 _____ 30,001 – 40,000
 _____ More than 40,000
6. _____ How many students are identified as intellectually gifted in grades 2-6?
7. _____ How many students are considered potentially disadvantaged gifted in grades 2-6?
8. _____ How many of these potentially disadvantaged gifted students are English learners in grades 2-6?
9. What percentage of students in your district's overall student population is considered economically disadvantaged or participates in the free or reduced price lunch program?
- | | |
|--------------------|---------------------|
| _____ Less than 1% | _____ 51 – 60% |
| _____ 1 – 10% | _____ 61 – 70% |
| _____ 11 – 20% | _____ 71 – 80% |
| _____ 21 – 30% | _____ 81 – 90% |
| _____ 31 – 40% | _____ More than 90% |
| _____ 41 – 50% | |
10. What percentage of students in your district is identified as intellectually gifted?
- | | |
|--------------------|---------------------|
| _____ Less than 1% | _____ 51 – 60% |
| _____ 1 – 10% | _____ 61 – 70% |
| _____ 11 – 20% | _____ 71 – 80% |
| _____ 21 – 30% | _____ 81 – 90% |
| _____ 31 – 40% | _____ More than 90% |
| _____ 41 – 50% | |
11. What percentage of students in your district is identified as intellectually gifted and as an English learner?
- | | |
|--------------------|---------------------|
| _____ Less than 1% | _____ 51 – 60% |
| _____ 1 – 10% | _____ 61 – 70% |
| _____ 11 – 20% | _____ 71 – 80% |
| _____ 21 – 30% | _____ 81 – 90% |
| _____ 31 – 40% | _____ More than 90% |
| _____ 41 – 50% | |

12. What percentage of intellectually gifted students is Asian?

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Less than 1% | <input type="checkbox"/> 51 – 60% |
| <input type="checkbox"/> 1 – 10% | <input type="checkbox"/> 61 – 70% |
| <input type="checkbox"/> 11 – 20% | <input type="checkbox"/> 71 – 80% |
| <input type="checkbox"/> 21 – 30% | <input type="checkbox"/> 81 – 90% |
| <input type="checkbox"/> 31 – 40% | <input type="checkbox"/> More than 90% |
| <input type="checkbox"/> 41 – 50% | |

13. What percentage of intellectually gifted students is Black?

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Less than 1% | <input type="checkbox"/> 51 – 60% |
| <input type="checkbox"/> 1 – 10% | <input type="checkbox"/> 61 – 70% |
| <input type="checkbox"/> 11 – 20% | <input type="checkbox"/> 71 – 80% |
| <input type="checkbox"/> 21 – 30% | <input type="checkbox"/> 81 – 90% |
| <input type="checkbox"/> 31 – 40% | <input type="checkbox"/> More than 90% |
| <input type="checkbox"/> 41 – 50% | |

14. What percentage of intellectually gifted students is Hispanic?

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Less than 1% | <input type="checkbox"/> 51 – 60% |
| <input type="checkbox"/> 1 – 10% | <input type="checkbox"/> 61 – 70% |
| <input type="checkbox"/> 11 – 20% | <input type="checkbox"/> 71 – 80% |
| <input type="checkbox"/> 21 – 30% | <input type="checkbox"/> 81 – 90% |
| <input type="checkbox"/> 31 – 40% | <input type="checkbox"/> More than 90% |
| <input type="checkbox"/> 41 – 50% | |

15. What percentage of intellectually gifted students is Native American?

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Less than 1% | <input type="checkbox"/> 51 – 60% |
| <input type="checkbox"/> 1 – 10% | <input type="checkbox"/> 61 – 70% |
| <input type="checkbox"/> 11 – 20% | <input type="checkbox"/> 71 – 80% |
| <input type="checkbox"/> 21 – 30% | <input type="checkbox"/> 81 – 90% |
| <input type="checkbox"/> 31 – 40% | <input type="checkbox"/> More than 90% |
| <input type="checkbox"/> 41 – 50% | |

16. What percentage of intellectually gifted students is White?

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Less than 1% | <input type="checkbox"/> 51 – 60% |
| <input type="checkbox"/> 1 – 10% | <input type="checkbox"/> 61 – 70% |
| <input type="checkbox"/> 11 – 20% | <input type="checkbox"/> 71 – 80% |
| <input type="checkbox"/> 21 – 30% | <input type="checkbox"/> 81 – 90% |
| <input type="checkbox"/> 31 – 40% | <input type="checkbox"/> More than 90% |
| <input type="checkbox"/> 41 – 50% | |

17. What percentage of intellectually gifted students is Pacific Islander?

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Less than 1% | <input type="checkbox"/> 51 – 60% |
| <input type="checkbox"/> 1 – 10% | <input type="checkbox"/> 61 – 70% |
| <input type="checkbox"/> 11 – 20% | <input type="checkbox"/> 71 – 80% |
| <input type="checkbox"/> 21 – 30% | <input type="checkbox"/> 81 – 90% |
| <input type="checkbox"/> 31 – 40% | <input type="checkbox"/> More than 90% |
| <input type="checkbox"/> 41 – 50% | |

18. What percentage of intellectually gifted students considers their ethnicity as Other?

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Less than 1% | <input type="checkbox"/> 51 – 60% |
| <input type="checkbox"/> 1 – 10% | <input type="checkbox"/> 61 – 70% |
| <input type="checkbox"/> 11 – 20% | <input type="checkbox"/> 71 – 80% |
| <input type="checkbox"/> 21 – 30% | <input type="checkbox"/> 81 – 90% |
| <input type="checkbox"/> 31 – 40% | <input type="checkbox"/> More than 90% |
| <input type="checkbox"/> 41 – 50% | |

19. What percentage of intellectually gifted students is considered economically disadvantaged or participates in the free or reduced price lunch program?

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Less than 1% | <input type="checkbox"/> 51 – 60% |
| <input type="checkbox"/> 1 – 10% | <input type="checkbox"/> 61 – 70% |
| <input type="checkbox"/> 11 – 20% | <input type="checkbox"/> 71 – 80% |
| <input type="checkbox"/> 21 – 30% | <input type="checkbox"/> 81 – 90% |
| <input type="checkbox"/> 31 – 40% | <input type="checkbox"/> More than 90% |
| <input type="checkbox"/> 41 – 50% | |

20. Does your district have a district-level coordinator or administrator for gifted education programs? Choose the option which best describes the situation in your district.

- ☐ A full-time coordinator or administrator who dedicates 100% of his or her time to gifted education
- ☐ A part-time coordinator or administrator who dedicates at least 50% of his or her time to gifted education. *(This may be a full-time employee whose assignment includes gifted education among other duties and responsibilities.)*
- ☐ A part-time coordinator or administrator who dedicates less than 50% of his or her time for gifted education (This may be a full-time employee whose assignment includes gifted education among other duties and responsibilities.)
- ☐ A non-administrative position at the district level *(The gifted contact person for the district is a teacher-level position.)*

21. Is other district-level staff assigned responsibilities for supporting gifted education programs? Please describe the responsibilities of these individuals and indicate the proportion of their time assigned to the gifted education program. *(For example, a properly endorsed gifted education teacher oversees the screening process for 100% of*

*the time; a district- or school-level psychometrist or psychologist oversees the identification process for 25% of the time.)*_____

- 22. What is the annual budget appropriation for serving intellectually gifted education students in your district?**

State funding sources	\$	_____
Local funding sources	\$	_____
Grant funding sources	\$	_____
Other funding sources	\$	_____

Please describe other sources of funding.

- 23. Which of the following elements of your intellectually gifted education program are determined by state law(s) or regulations governing programs for the gifted?**

(Check all that apply.)

- ☐ The definition of gifted or giftedness
- ☐ The areas of giftedness offered by school districts
- ☐ The age or grade level at which students are identified
- ☐ The instruments used in the identification process
- ☐ The way in which data are considered for identifying students to receive services
- ☐ The types of grouping (e.g., pull-out, push-in) used to serve gifted students
- ☐ The curriculum provided to gifted students
- ☐ The qualifications of teachers who may teach gifted students
- ☐ The evaluation of gifted education programs offered by school districts
- ☐ Other *(Please explain.)*

- 23. What are the broad goals of your district's intellectually gifted education program?**

(Please describe in detail. (Examples of broad goals may include adoption of a research-based curriculum; development of research-based curriculum units and instructional strategies; equitable identification of gifted students from culturally diverse backgrounds; alignment of national standards for the gifted with state and local standards; etc.)

- 24. Does your school district use the Pre-K – 12 standards of the National Association for Gifted Children (NAGC) as a basis for developing district policy and practices regarding the intellectually gifted education program?**

☐ Yes

☐ No

25. Of the options listed below, which option is used to serve the majority of identified intellectually gifted education students in your school district? (*Select only one option.*)

☐ “Pull-out” program services, in which identified gifted students leave their general education classrooms for several hours a week to receive gifted education services taught by a properly endorsed teacher

☐ “Push-in” or “clustering- or small-group” program services, in which identified gifted students are clustered or placed in small groups to receive in-class gifted education or differentiated instruction by a properly endorsed teacher

☐ Extended or summer learning opportunities (e.g., before- or after-school enrichment, Camp Invention or Invent Now, Gifted Studies Program of the Frances A. Karnes Center for Gifted Studies, or other research-based activities developed by the school district)

☐ Online learning opportunities (i.e., Duke University’s Talent and Identification Program)

☐ Other (*Please list.*) _____

26. What proportion of the identified intellectually gifted students is served by the model selected in the question above?

☐ 100%

☐ 75 – 95%

☐ 50 – 74%

☐ 25 – 49%

☐ Less than 25%

27. Which particular framework(s) or model(s) is used to guide curriculum and instruction for providing services to intellectually gifted education students?

☐ NO particular framework or model is used

☐ Autonomous Learner Model (Betts)

☐ Consultation and Collaboration Model (Landrum)

☐ Depth and Complexity Model (Kaplan)

☐ Enrichment Clusters (Renzulli)

☐ Enrichment Triad Model (Renzulli)

☐ Integrated Curriculum Model (VanTassel-Baska)

☐ Levels of Services (Treffinger)

☐ Model of Differentiated Curriculum (Tomlinson)

☐ Multiple Menu Model (Renzulli)

☐ Parallel Curriculum Model (Tomlinson, et. al.)

☐ Purdue 3-stage Model

☐ Schoolwide Enrichment Model (Renzulli)

☐ Stanley Model of Talent Identification and Development

☐ Other (*Please specify.*) _____

28. What are the top three student outcome goals of the services offered in your program model? *(For example, promote critical thinking or creative thinking skills or develop problem solving skills, etc.)*

29. What assessment tool(s) or instrument(s) is used to measure student progress and achievement of intended outcomes? If you do not measure student outcomes, please note that in the space below.

30. What actions do you take based on the measured student outcomes? *(For example, use the results to modify curriculum and instruction in the program or to plan professional development.)*

31. Are there particular curricular resources or materials used in the intellectually gifted education program in your school district?

32. The Mississippi Department of Education recognizes metacognition as the primary outcome for intellectually gifted education. Which outcome category is best developed within the curriculum used by your school district for intellectually gifted education students? (Please select only one category.)

☐ Communication
☐ Creativity
☐ Group Dynamics
☐ Research skills
☐ Self-Directed Learning
☐ Thinking Skills
☐ Other (Please be specific.)

33. What definition of gifted or giftedness is used by your school district?

☐ My district follows the state definition of intellectually gifted students.
☐ My district uses a definition of intellectually gifted beyond or different from the state's definition.

34. Does your school district use screening and identification procedures beyond or different from identification procedures required by the state?

☐ Yes
☐ No

35. Does your school district have a specific referral and assessment process in place to identify English learners for participation in the intellectually gifted education program?

☐ Yes
☐ No

36. Does the identification of English learners to participate in your school district's intellectually gifted education program depend on the students' English language proficiency level as determined by the state-adopted English language proficiency assessment, the World-Class Instructional Design and Assessment (WIDA)?

☐ Yes
☐ No

37. If you answered *Yes*, at what language proficiency level are English learners considered for identification and participation?

- ☐ Stage 1 – Entering
- ☐ Stage 2 – Beginning
- ☐ Stage 3 – Developing
- ☐ Stage 4 – Expanding
- ☐ Stage 5 – Bridging
- ☐ Stage 6 – Reaching
- ☐ Monitored stage (*when English learners are exited from receiving services, but their progress is monitored for at least two years*)

38. Please describe the screening and identification process used for identifying English learners for participation in the intellectually gifted education program, if applicable.

39. What is your district's minimum criterion used in the final assessment stage to determine intellectually gifted education program eligibility?

- ☐ 90th percentile
- ☐ 91st – 95th percentile
- ☐ Above the 95th percentile

40. What are the criteria for screening and identifying English learners for participation in the intellectually gifted education program? (*For example, obtaining a specific cut-off score on a standardized instrument; meeting a set score on a matrix; selecting a certain percentage of students from the English learner student population; determining a specific English language proficiency level, etc.*)

41. Which published instruments are used to screen and identify intellectually gifted students in your school district? (Check all that apply.)

- ☐ Cognitive Abilities Test (CogAT)
- ☐ Cognitive Assessment System (CAS)
- ☐ Comprehensive Test of Nonverbal Intelligence, 2nd edition (CTONI-2)
- ☐ Cornell Critical Thinking Tests (CCTT)
- ☐ Creative Behavior Inventory (CBII)
- ☐ Developing Cognitive Abilities Test (DCAT)
- ☐ Differential Abilities Scale (DAS)
- ☐ Gifted and Talented Evaluation Scale (GATES)
- ☐ Gifted and Talented Scale (GTS)
- ☐ Gifted Evaluation Scale, 3rd edition (GES-3)
- ☐ Gifted Rating Scales (GRS)
- ☐ Group Inventory for Finding Creative Talent (GIFT)
- ☐ Guilford Tests of Divergent Thinking
- ☐ InView (by CTB / McGraw-Hill)
- ☐ Kaufman Assessment Battery for Children (K-ABC-II)
- ☐ Kaufman Brief Intelligence Test, 2nd edition (KBIT2)
- ☐ Kaufman Test of Educational Achievement (KTEA-II)
- ☐ Khatena-Morse Multi-talent Perception Inventory (KMMPI)
- ☐ Kingore Observation Scale (KOS)
- ☐ Leiter International Performance Scale, Revised (Leiter-R)
- ☐ Multidimensional Aptitude Battery-II (MAB-II)
- ☐ Naglieri Nonverbal Ability Test, 2nd edition (NNAT2)
- ☐ Naglieri Nonverbal Ability Test – Individual Administration (NNAT – Individual)
- ☐ Otis-Lennon Mental Ability Test (OLMAT)
- ☐ Otis-Lennon School Ability Test, 8th edition (OLSAT-8)
- ☐ Ravens Progressive Matrices
- ☐ Reynolds Intellectual Assessment Scale (RIAS)
- ☐ Scales for Identifying Gifted Students (SIGS)
- ☐ Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)
- ☐ School and College Ability Test (SCAT)
- ☐ Screening Assessment for Gifted Elementary and Middle School Students, 2nd edition (SAGES-2)
- ☐ Slosson Intelligence Test, Revised (SIT-R3)
- ☐ Stanford-Binet Intelligence Scale, 5th edition (SB-5)
- ☐ Steeling Brief Nonverbal Intelligence Test (S-BIT)
- ☐ Structure of Intellect Learning Abilities Test (SOI-LA)
- ☐ Test of Cognitive Skills (TCS)
- ☐ Test of Nonverbal Intelligence, 3rd edition (TONI-3)
- ☐ The Identify-Form System for Gifted Programs
- ☐ Torrance Tests of Creative Thinking
- ☐ Universal Nonverbal Intelligence Test (UNIT)

- ☐ Watson-Glaser Critical Thinking Appraisal
- ☐ Wechsler Intelligence Scale for Children, 4th edition (WISC-IV)
- ☐ Wechsler Nonverbal Scale of Ability (WNV)
- ☐ Wide Range Intelligence Test (WRIT)
- ☐ Woodcock-Johnson III Normative Update Test of Cognitive Ability (WJ III NU)

42. Please check any other procedures or data sources used to identify intellectually gifted education students.

- ☐ Academic grades
- ☐ Administrator / counselor nomination
- ☐ Group IQ measures
- ☐ Individual IQ measures
- ☐ Observation
- ☐ Parent / legal guardian nomination
- ☐ Peer nomination
- ☐ Portfolios
- ☐ Product development and completion
- ☐ Rating scales
- ☐ Self-nomination
- ☐ Standardized test(s) *(Please specify.)* _____
- ☐ State-adopted assessment(s) *(Please specify.)* _____
- ☐ Teacher nomination
- ☐ Other *(Please specify.)* _____

43. Please describe any specific strategies (i.e., portfolios, observation, etc.) used to screen or identify giftedness in English learners. *(Please be specific.)*

44. Please describe any strategies used to develop gifted potential in English learners. *(Please be specific.)* _____

45. Does your district require credentials or training for teachers of the gifted that go beyond the gifted education teaching endorsement required by the state?

- ☐ Yes
- ☐ No

46. Please describe the work load of gifted education teachers employed by your school district?

- ☐ Full-time, assigned to one particular school site
- ☐ Part-time, assigned to one particular school site
- ☐ Itinerant full-time, traveling between school sites
- ☐ Itinerant part-time, traveling between school sites

47. What qualities or characteristics does your district desire or require for teachers of gifted education students? (Check all that apply.)

- ☐ Add-on endorsement in gifted education
- ☐ Advanced degree in gifted education
- ☐ Professional training in gifted education
- ☐ Prior experience in teaching gifted education students
- ☐ Prior experience screening potential abilities of gifted education students
- ☐ Knowledge of national and state policies and regulations regarding gifted education
- ☐ Ability to provide adequate curriculum and instruction for gifted students
- ☐ Ability to properly assess intended outcomes
- ☐ National Board Certification in Teaching
- ☐ Demonstrated leadership skills and / or knowledge of character education
- ☐ Other (Please be specific.) _____

48. Who is responsible for screening potential students for participation in your school district's intellectually gifted education program?

- ☐ Gifted education program teachers
- ☐ District / school psychometrist or psychologist
- ☐ Other (Please explain.) _____

49. Who is responsible for administering the final intelligence measure to potential students for participation in your school district's intellectually gifted education program?

- ☐ Certified psychometrist or psychologist employed by the district
- ☐ Certified psychometrist or psychologist contracted by the district

50. Does your school district provide professional development opportunities specifically for gifted education teachers?

- ☐ Yes
- ☐ No

51. If you answered Yes, please choose all areas that apply.

- ☐ Characteristics of gifted education students
- ☐ Multiple perspectives on the field of gifted education
- ☐ Ways to identify gifted education students from culturally diverse backgrounds
- ☐ Ways to modify curriculum and instruction for gifted education students
- ☐ Differentiated strategies for teaching gifted education students
- ☐ Development of instructional materials for gifted education students
- ☐ Ways to assess intended gifted education outcomes effectively
- ☐ Ways to meet the social and emotional needs of gifted education students
- ☐ Ways to work with parents in addressing the needs of gifted education students
- ☐ Other (Please be specific.) _____

52. Does your school district provide gifted education professional development opportunities for general education teachers? If so, in what areas?
53. Does your school district provide gifted education professional development opportunities specifically for teachers or paraprofessionals that serve English learners? If so, in what areas? _____
54. What is the approximate number of professional development hours designated specifically to the area of gifted education each school year?
- _____ Less than 5 hours
- _____ 5 – 10 hours
- _____ 11 – 15 hours
- _____ 16 – 20 hours
- _____ More than 20 hours
55. How many teachers serve identified intellectually gifted education students in grades 2-6?
- _____
56. Among the teachers serving identified intellectually gifted education students in grades 2-6, how many have an add-on endorsement in gifted education?
- _____
57. Among the teachers serving identified intellectually gifted education students in grades 2-6, how many have an advanced degree in gifted education?
- _____
58. Among the teachers serving identified intellectually gifted education students in grades 2-6, how many have an interim certification or license provided by the state?
- _____
59. Does your school district evaluate gifted education program implementation beyond the evaluation required by the state? In other words, does your school district use a locally-developed plan for collecting data about the various elements of your gifted education program to use for program development and improvement?
- _____ Yes
- _____ No

60. Please identify up to five (5) indicators that have been established for determining the success of your district's intellectually gifted education program.

61. How often does your school district evaluate its intellectually gifted education program using the locally-developed plan for collecting and analyzing program-related data and student outcomes?

☐ Every year
☐ Every two years
☐ Every three to five years

62. Who was responsible for the self-evaluation of the intellectually gifted education program the last time it was evaluated using the locally-developed plan?

☐ Educators or practitioners working in the program
☐ District-level accountability and research team
☐ Professional external evaluator
☐ Mississippi Department of Education or a related education agency
☐ Other (*Please be specific.*)

63. When was the last time your intellectually gifted education program was evaluated by the Mississippi Department of Education? (*Please indicate the year.*) _____

64. Are there plans to improve areas of the intellectually gifted education program in your school district within the next year? (*Check all that apply.*)

- ☐ No plans to improve the intellectually gifted education program
- ☐ Local definition of gifted or giftedness
- ☐ Program goals and objectives
- ☐ Student screening and identification processes for all students
- ☐ Student referral and identification processes specifically for English learners
- ☐ Program services
- ☐ Service delivery options
- ☐ Evaluation of gifted education student progress in achieving intended outcomes
- ☐ Professional development based on the evaluation of program outcomes
- ☐ Awareness, philosophy, and understanding of English learners and gifted characteristics
- ☐ Other (*Please be specific.*)

65. If you selected any areas in need of improvement, briefly describe the steps your school district will take to improve these areas.

(continued on next page)

This part of the survey is intended to determine where your district falls on a continuum of awareness and action as related to English learners with “gifts” or “talents.” The acronym **ELD** stands for English language development.

Awareness, Philosophy, and Understanding

Place a check mark (✓) in the appropriate box.

	Always	Frequently	Sometimes	Never
	4	3	2	1
Gifted and ELD teachers communicate with each other about programmatic goals.				
Teachers in gifted education are committed to multi-step identification procedures for students in intellectually gifted education programs.				
ELD teachers see opportunities for their students in intellectually gifted education programs and believe gifted education has something to offer English learners.				
Teachers in gifted education show an understanding of and appreciation for students from linguistically diverse backgrounds.				
Gifted and ELD teachers have a philosophical commitment to the inclusion and success of English learners in intellectually gifted education programs.				
Teachers in gifted education are committed to a multi-dimensional view of giftedness and student ability.				

Action and Implementation

Place a check mark (✓) in the appropriate box.

	Yes	No	In Process
Gifted and ELD teachers have established a core committee that will lead a change effort to include and nurture proportionate numbers of English learners in intellectually gifted education programs.			
Gifted and ELD teachers have a clear vision of gifted education that authentically identifies and nurtures English learners.			
Key staff members, including program personnel and administrators, have worked with community representatives to increase public awareness about English learners and their role in gifted education programming.			
Gifted and ELD teachers meet on a regularly scheduled basis with community members, eliciting their feedback and support for inclusive gifted education programming.			
Timelines for realistic and attainable goals have been established to increase the numbers of English learners in gifted education programs.			
Responsibilities have been determined and have been assigned to gifted and ELD teachers, as well as other key district personnel.			
Evaluation plans to determine program success, as well as needed refinement(s), have been established.			
The school board is fully aware of and educated about the effort to identify and nurture English learners in gifted programs.			

In the space below, please provide additional comments you feel may be helpful to this research study.

This concludes the survey. If you would like to share locally-developed documents that describe the intellectually gifted education program in your district (e.g., the Instructional Management Plan (IMP), local school board-adopted policies and procedures, brochures, posters, etc.), you may send electronic copies to VLPATTER@OLEMISS.EDU.

Once you have completed this survey, please return it in the enclosed postage-paid envelope no later than Friday, April 6, 2012 to Vicki Davidson, P.O. Box 1207, Jackson, MS 39215.

Thank you for your valuable time and participation in such an important survey.
This concludes the survey. If you would like to share locally-developed documents that describe the intellectually gifted education program in your district (e.g., the Instructional Management Plan (IMP), local school board-adopted policies and procedures, brochures, posters, etc.), you may send electronic copies to VLPATTER@OLEMISS.EDU.

Thank you for your valuable time and participation.

APPENDIX G

APPENDIX G

LETTER OF APPRECIATION TO TITLE III SCHOOL DISTRICTS

April 30, 2012

Dear Superintendent:

Thank you for honoring my request by responding to my doctoral research survey dated March 12, 2012. All of your district's data was submitted properly and in a timely manner. All data collected from your school district will be confidential and de-identified prior to the reporting of the results, ensuring anonymity of your school district's participation. This research poses no risks to your school district, and there are no potentially vulnerable subjects involved.

If you would like to receive additional information pertaining to my dissertation, please contact me by email at vlpatter@olemiss.edu or at (601) 992-9010 no later than June 30, 2012. You may also contact Dr. Larry Hanshaw, Professor of Education, by email at lhanshaw@olemiss.edu or at (662) 915-7587.

Sincerely,

Vicki P. Davidson, Doctoral Candidate
The University of Mississippi

VITA

PROFESSIONAL BIOGRAPHY

Vicki Lynn Patterson-Davidson is the director of advanced academic programs of study for the Jackson Public School District in Mississippi, the second largest school district in the state which serves more than 30,000 students. As director, she guides and monitors programs of study including, but not limited to, the International Baccalaureate® program, the Advanced Placement® program, gifted education, the Montessori® program, and arts education. In addition, she served as interim assistant superintendent of curriculum and instruction for one year during personnel transitioning. Prior to her district appointment, Davidson served as a division director for the Office of Reading, Early Childhood and Language Arts (formerly the Office of Academic Education) of the Mississippi Department of Education.

Davidson has a 14-year career in public education that includes service as a public school teacher, a public university graduate instructor, and a district-level administrator. Notable educational and professional accomplishments include a bachelor's degree in English, a master's degree in secondary English education, certification in teaching English as a second language, administrator licensure from the Mississippi Department of Education, and certification in Instructional Leadership from the National Institute for School Leadership.

PROFESSIONAL EXPERIENCE

JACKSON PUBLIC SCHOOL DISTRICT, Jackson, MS
Director of Advanced Academic Programs of Study

February 2006 – Present

Guide and monitor programs of study including, but not limited to, the International Baccalaureate® program, the Advanced Placement® program, gifted education, the Montessori® program, and arts education; prepare and evaluate new policies and policy revisions; develop and recommend procedures and plans of instruction to improve the performance of teachers and students; participate in district- and school-level decision making; advise and collaborate with district leadership in matters relating to curriculum, instruction, assessment, and professional development; supervise the development, revision, and evaluation of curriculum to ensure sustained quality and / or improvement; advise and assist principals in evaluating and supporting teacher effectiveness; supervise and evaluate staff; develop and manage office budgets in compliance with school board policies and procedures; communicate the office's programs to the community; write and manage state and federal grants; evaluate

accreditation standards; perform other duties as assigned by the district's executive leadership team.

JACKSON PUBLIC SCHOOL DISTRICT, Jackson, MS
Interim Assistant Superintendent of Curriculum and Instruction
(Served during personnel transitioning)

June 2008 – October 2009

Advised and collaborated with district leadership in matters relating to instructional program development and the use of assessment data for the improvement of instruction; supported the implementation of the Mississippi Department of Education's academic standards within Pre-Kindergarten through Grade 12 schools including curriculum, assessment, and professional development; participated in district- and school-level decision making and school improvement efforts; participated in the writing and evaluation of policies and procedures for the district; provided leadership for regular review of district instructional goals and objectives, program development, implementation, evaluation, and redesign; developed and maintained current knowledge of school operations and programs, existing laws, and administrative directives to ensure that schools are organized and administered in a manner which promotes teaching and learning and accomplishes the goals of the district; advised and assisted principals in evaluating and supporting teacher effectiveness; assured compliance with state and federal laws, statutes, and regulations and district policies, rules, and procedures relating to instructional programs; provided timely and accurate formal and informal reports regarding school issues; supervised and evaluated staff; served as district liaison representing Pre-K – 12 schools within the community; developed and managed department budget in compliance with school board policies and procedures; wrote and managed state and federal grants; evaluated accreditation standards; performed other duties as assigned by the district's executive leadership team.

MISSISSIPPI DEPARTMENT OF EDUCATION, Jackson, MS
Division Director
Office of Reading, Early Childhood and Language Arts

May 2001 – January 2006

Coordinated the state's Reading Sufficiency program, federally-funded Title III program for English language learners, and the high school redesign initiative; supervised the early childhood and language arts programs; provided Mississippi school districts with leadership in relation to curriculum, instruction, assessment as well as state and federal guidelines and regulations; conducted professional development workshops for district- and school-level administrators, teachers, and parents; planned, approved, and monitored local school districts' budgets; monitored participating students' progress in the Reading Sufficiency program and the federally-funded Title III program; developed publications and training manuals; created and managed web pages for the Office of Academic Education; planned, directed, and coordinated professional development workshops and annual conferences; provided administrative leadership by supervising and assisting state-level education specialists; maintained effective public relations with local school districts, state agencies, and other education-related organizations; performed other duties as assigned by the department's bureau director.

SOUTH DELTA SCHOOL DISTRICT, Rolling Fork, MS
Teacher of Secondary English

August 1999 – May 2001

Followed professional practices and confidentiality consistent with school district policies while working with students, students' records, parents, and colleagues; facilitated home-school communication by such means as holding conferences, telephoning, and sending written communications; conducted assigned classes at the times scheduled; enforced regulations regarding student conduct and discipline; demonstrated timeliness and attendance for assigned responsibilities; provided adequate information, plans, and materials for substitute teacher; maintained accurate, complete, and appropriate records; filed necessary reports in a timely manner; attended and participated in faculty meetings and other assigned meetings and activities according to school policy; participated in professional development opportunities and applied the concepts to classroom instruction; modeled correct use of oral and written language, demonstrated accurate and most current knowledge of content; implemented school district curriculum; maintained quality lesson plans; performed other duties as assigned by the school's administration.

MISSISSIPPI STATE UNIVERSITY, Mississippi State, MS
Graduate Instructor
English Composition and English as a Second Language

August 1997 – July 1999

Followed professional practices and confidentiality consistent with university policies while working with students, students' records, parents, and colleagues; conducted assigned classes at the times scheduled; enforced regulations regarding student conduct and discipline; demonstrated timeliness and attendance for assigned responsibilities; maintained accurate, complete, and appropriate records; filed necessary reports in a timely manner; attended and participated in faculty meetings and other assigned meetings and activities according to university policy; participated in professional development opportunities and applied the concepts to classroom instruction; modeled correct use of oral and written language, demonstrated accurate and most current knowledge of content; developed course syllabi; performed other duties as assigned by graduate program coordinator.

EDUCATION

THE UNIVERSITY OF MISSISSIPPI, University, MS
Doctoral Candidate for Doctor of Philosophy in Education (K-12)

MISSISSIPPI COLLEGE, Clinton, MS
Master of Arts in Education

August 2006

MISSISSIPPI STATE UNIVERSITY, Mississippi State, MS
Certification in Teaching English to Speakers of Other Languages (TESOL)

May 1999

TOUGALOO COLLEGE, Tougaloo, MS
Bachelor of Arts in English

May 1997

EDUCATOR AND PROFESSIONAL LICENSURE AND CERTIFICATION

State of Mississippi

- A (119) English, Grades 7-12
- A (207) Gifted Education, Grades K-12
- A (615) Advanced Placement English Literature and Composition
- A (177) English as a Second Language, Grades K-12
- AA (119) English, Grades 7-12
- AA (486) Administrator

The National Institute for School Leadership (NISL)

- Certified Facilitator, Instructional Leadership Institute

REFERENCES

References are available upon request.